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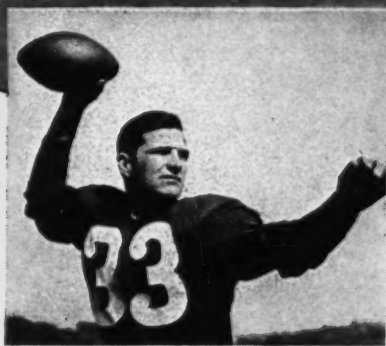
DON HUTSON

CHET GLADCHUK

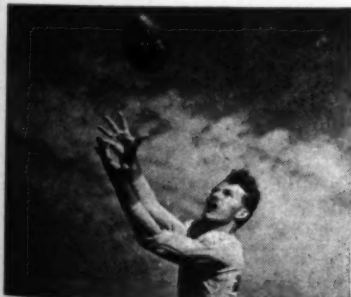
SID LUCKMAN



HOW TO KICK—Ken Strong of the Giants demonstrates the kickoff . . . place kick . . . how to hold the ball . . . where to place your feet . . . how to get off a punt in the face of charging linemen.



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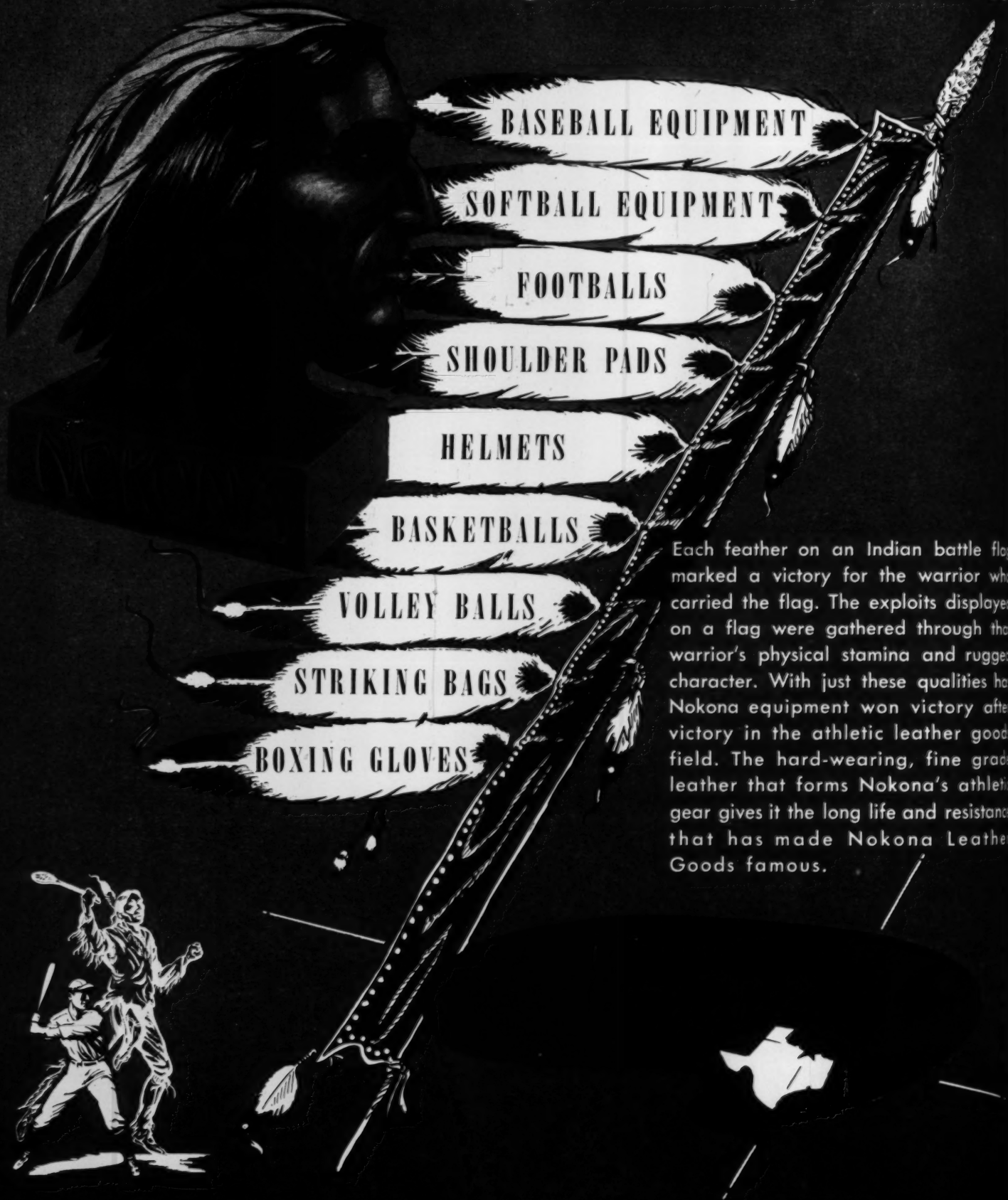
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Two points—very cheap

ISN'T it about time we started subjecting our race-horse basketballers to saliva tests? How can they keep burning up the floor the way they do? What keeps those skinny arms and legs pumping so furiously? Where do they get all their oxygen?

If Whirlaway and Seabiscuit ever raced up and down like our lightly frocked hoopsters, they'd never escape the clutches of the expectoration-Hawkshaws.

We ought to be used to it by now. But the hurricane pace of the modern game never ceases to astonish us.

Remember those days before the elimination of the center jump? Dribbling around with a basketball was so much less tiring and complicated. Between baskets you could pause for a breath of nice smoke-poisoned air, and you could keep score without an adding machine.

We wonder if the dribble-senators who screened the jump ball out of the constitution ever envisioned the course the game would take. Sure they knew it would speed up basketball and add to the scoring. But to the current extent?

LOOK what's happened to the game. Back in 1934-35, the hey-dey of center-jump ball, seven of the country's outstanding inter-sectional games wound up as follows:

New York U. 25; Notre Dame 18
Army 29; North Carolina 19
Syracuse 44; Michigan 23
New York U. 23; Kentucky 22
Temple 28; Ohio State 24
Notre Dame 29; Stanford 19
Indiana 39; Vanderbilt 30

Figure it up and you'll find that the average score came to 31-22. We checked this figure with the game averages over the country, and found that it compared closely.

Now let's skip ten years to 1944-45. Here are seven scores culled from a survey of the year's big tournaments.

Arkansas 79; Oregon 76
Oklahoma A. & M. 62; Utah 37
New York U. 59; Tufts 44
Ohio St. 45; Kentucky 37
Bowling Green 60; R.P.I. 45
Rhode Island St. 51; Tennessee 44
De Paul 76; West Virginia 52

The average score comes to 62-48, which checks closely with the mean over the country for that season. The winner's score (62) proved a bit high, but the loser's was a little low—evening things up.

SO THERE you have it—our modern basketball teams are dunking twice as many points as their center-jumpless counterparts.

And it isn't because the elimination of the jump has added extra minutes of actual playing time. The quick shifts from defense to offense, and vice versa, have placed a premium on fast breaking. And this fast-break complex has infected every department of play.

Our boys, weaned on speed, have speeded up their passing, dribbling and shooting, so that even the "slow" breaks are no longer slow, compared to what they were a decade ago.

From the layman's point of view, this apparently is wonderful. Witness the way the public is breaking down doors getting into the outstanding attractions.

From the purely esthetic standpoint, however, we don't know. Sure the harum-scarum running, the long passing, the one-hand heaving, and the swift trading of goals are exciting. But every once in a while you find yourself wistfully hoping that the boys would slow down a bit and explore the court a little more scientifically.

We think the tremendous speed-up of the game and the cheapening of the goal have tended to deteriorate defense and deemphasize offensive pattern.

Why spend a lot of time on defense and coordinated attacking patterns when the boys are going to spend most of the time tearing up and down the court, fast break-

ing and popping 'em up from all angles?

Frank Keaney, who has spent the best years of his life at Rhode Island State proving that basketball players can travel faster than sound, blandly admits that the word "defense" doesn't exist in his coaching lexicon. His game is predicted on one principle—score 'em faster than the next guy. And his teams usually do.

We don't say that individual cleverness and complex team play are dead. We just think they're dying.

Where do we go from here? Isn't it reasonable to assume that the game will become faster and faster, and the scores will mount higher and higher? Ten years from now we expect to be writing an editorial yearning for the good old slow-break days of 1947.

PURITY, IT'S MARVELOUS

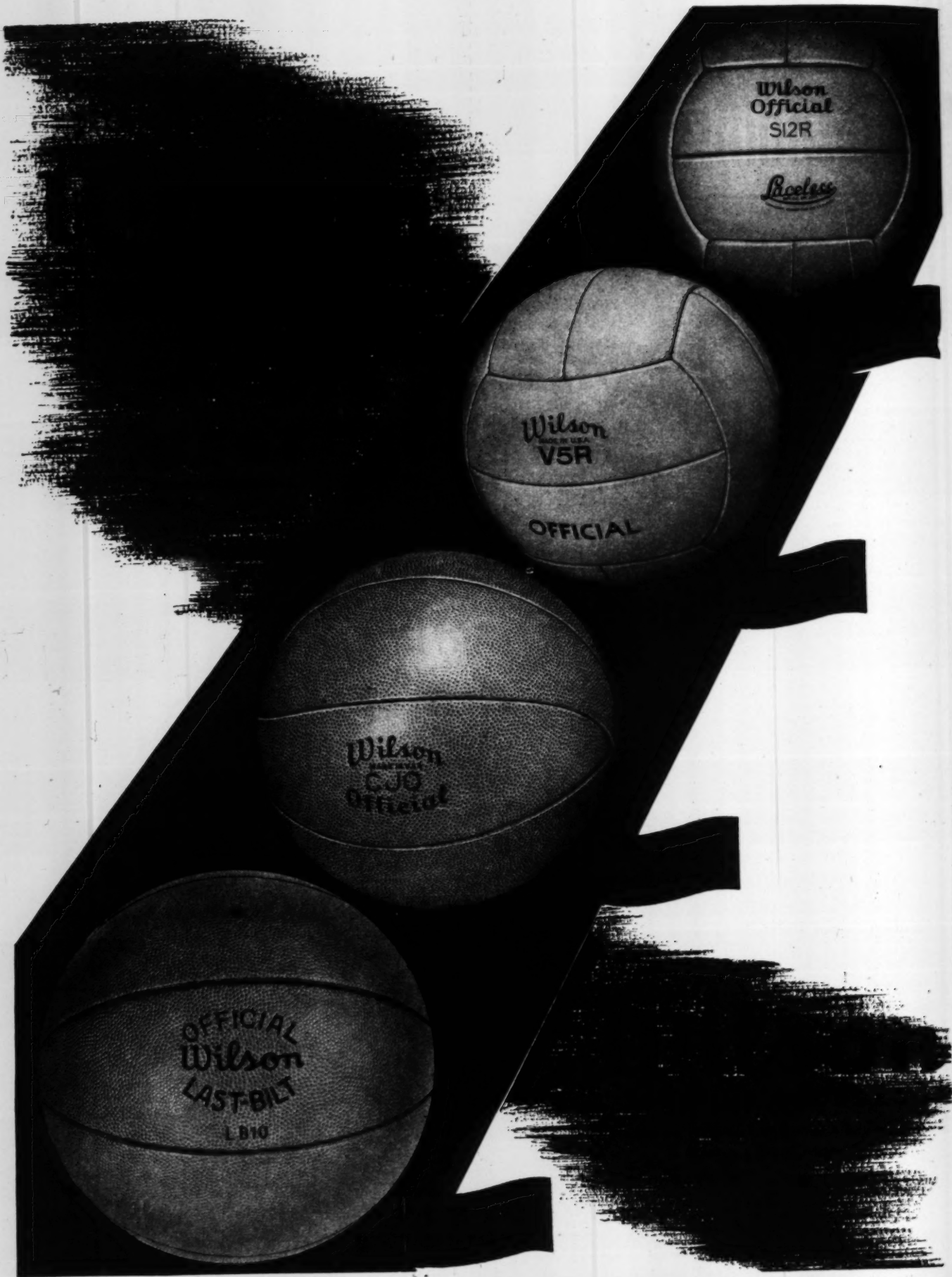
DON'T look now, fellers, but that oblate spheroid emblazoned in virginal white and smelling of good clean disinfectant is College Football, Class of 1948.

Purity, it's marvelous! That was the shibboleth under which the N.C.A.A., at its annual conclave last month, drafted a code that for sincerity of purpose makes even the Atlantic Charter look like a sequel to *Mein Kampf*.

Don't get us wrong. We're on the N.C.A.A.'s side of the field. We don't think there was any fakery or hypocrisy attached to their efforts to clean house. Their new code, which will be written into the N.C.A.A. constitution next year, tackles the noxious elements of the game head on. It indulges in no fancy double talk or covers up anything with frim-fram sauce.

It boldly and clearly outlaws such machinations as off-campus recruiting, the solicitation of schoolboy athletes with large bonuses, the academic coddling of star halfbacks and tackles, and those monthly allotments that keep the hired hands happy and content.

(Continued on page 63)



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by ETHAN ALLEN



Johnny Pesky signaling to second baseman, "I'll cover bag."

Signing Off

Since the shortstop and the second baseman are in the best position to observe the catcher's signs, they are the logical men to relay them to the rest of the infield and to the outfield.

When the catcher calls for a slow ball, the information should be relayed to the third baseman by the shortstop, and to the first baseman by the second baseman.

A verbal sign ending with the player's name will suffice. "Heads up" and "Stay alive" are good terms to use. (Thus, "Stay alive, Mac!" tells the first or third baseman that the pitch will be a slow ball.) This helps give the player a jump on the ball.

The outfielders should also know what the pitcher is throwing, so that they may anticipate the direction of the hit. Since they are too far from the catcher to see his signs, they must rely on the shortstop or second baseman to relay the signs to them.

This is simple enough to do. The infielder may relay the signs with hand signals behind his back. A closed fist may signify a fast ball, an open hand a curve, and wiggling fingers a slow ball.

A word of caution is vital here. Make sure the signal is given just before the pitcher delivers. Where the sign is flashed too soon, you risk the peril of hijacking.

In the days when Rogers Hornsby



Johnny Pesky demonstrates the proper body lean of the shortstop (weight over balls of feet) as the pitcher delivers.

In my article on baseball signals in last February's *Scholastic Coach*, I elaborated on the subject rather comprehensively, touching on signs from the bench, from the coaching lines, from the catcher, and from coaches to base runners.

While covering a lot of ground, the article didn't exhaust the subject by any means. It merely concentrated on the primary signs. I would now like to cover several other signs that play an important role on defense.

I refer to the signs used for intra-infield communication and to those relayed by the infield to the outfield.

It is particularly essential for the second base combination to possess a thorough understanding on the coverage of the bag (second) with first base occupied.

Ordinarily, the shortstop covers when the batter is apt to hit to right field, while the second baseman covers when the batter hits mostly to left field.

In some cases, however, the coverage is governed by the type ball pitched. For instance, straight-away hitters generally drive the ball into the area between the second baseman and shortstop. The

average right hander is more likely to hit curves toward the shortstop and fast balls in the direction of second base. The opposite, naturally, is true for the left-handed batter.

Pitchouts also affect second base play. The batter, attempting to protect the runner on a steal of second, will often swing on the pitchout or throw his bat at the ball. Chances are he will hit to the opposite field.

That's why the hoary maxim about the second baseman covering the bag with a righty at bat, and the shortstop covering with a lefty up, should not be considered an inflexible law.

As a general rule, it may be all right. But the exceptions to the rule (peculiar types of hitters and certain types of pitches) should be carefully explained to the players.

This all bears out the importance of watching the catcher's signs.

With first occupied and a straight-away hitter up, the second baseman or shortstop, after seeing the catcher's sign, should signal who will cover the bag. The opening of the mouth slightly may mean the sign-flasher will cover, whereas a closed mouth may signify that the other player should cover.

The more experienced player should give the sign. If the signaler will hold his glove to the side of his face, he can prevent the opponents from stealing the sign and using it to their advantage.

This type of sign system will guarantee the coverage of the base in all situations—on steals and on hit-and-run plays wherein the batter fails to connect with the ball.

One of the most gifted outfielders in baseball during his 12-year stretch with six big league clubs, Ethan Allen is now in his second year of masterminding at Yale. Between his servitude in the majors and his appointment as Yale coach, the erudite Mr. Allen has served in the publicity department of the National League, shared a radio program with Lefty Gomez, written two fine texts (*Major League Baseball* and *Winning Baseball*), invented several juvenile games, and recently prepared a baseball film strip series for Curriculum Films.



Marty Marion: The famous St. Louis Cardinal shortstop offers an object lesson on signaling to the outfield. The first picture finds him in the ready position, watching the catcher for the sign. In the second picture, the catcher has

called for a fast ball and Marion is relaying the information to the outfield (closed fist). In the third picture, the catcher has signaled for a curve—Marion's relay to the field is an open hand. Wiggled fingers denote slow ball.

was with the Cardinals and Blondy Ryan was shortstopping for the Giants, Hornsby used to pick off Ryan's signs from the bullpen.

With Hubbell pitching, Hornsby was always on the alert for the screwball, which was thrown on a curve-ball sign. Upon picking it up from Ryan, Hornsby used to toss a white ball in the air as a tip-off to the batter.

Of course *knowing* the screwball was coming and then hitting it safely were two entirely different things!

No treatise on signs would be complete without a few notes on pick-off plays. The pitcher usually teams with the shortstop when attempting to catch a runner off second base. The shortstop is the logical man to make this play because he is behind the runner.

When the shortstop thinks the runner might be picked off, he gives the pitcher a sign (such as holding the glove to the runner's left) and breaks for the bag as the pitcher turns his head toward the plate.

The pitcher, although apparently watching the runner, is really looking for this sign. He knows that when he turns his head, the shortstop will immediately start for the

bag. Hence, he looks momentarily toward the batter, then turns and throws to second base.

The shortstop may also indicate the play by retreating to the runner's left and then breaking for the bag. In this case the pitcher must keep his eyes on the shortstop, then turn and throw as soon as the shortstop breaks.

The play requires perfect timing, since the throw is nearly always made before the shortstop actually gets to the bag. It should not be attempted, therefore, unless the pitcher is adept at it. Even then it should only be made when the run, if scored, might have a final bearing on the game.

MISCELLANEOUS SIGNS

When you want the batter purposely passed, call to the catcher and point toward first base.

The infield can be moved forward or backward with hand signs. To keep the infield back, hold the hands with the palms toward the infielders. To move the infield to the short position, wave the hands toward your chest. With the infield in, a similar waving of the hands toward the infielders means the

deep positions should be taken.

A halfway position may be designated by raising the arms with wrists crossed. These signs should be given to the infield captain or the nearest infielder. The receiver is charged with relaying the information to the other players.

The coaches on first and third should also have their signs. The coach on first does most of his work by voice: "Come on, dig!", "Make your turn!", "Watch out!", "Get back!", "No, No!", "Tag up!", etc.

The third-base coach also uses his tonsils. But he is a more important job. He must take care of the runner coming into third, holding him up or sending him in.

If a runner on first tears into second, and the third-base coach sees he will be unable to reach third safely, the coach should stand erect and hold the palms of the hands toward second base.

All photos in this article, including the Feller strip on the facing page, appear in the new film-strip series on how to play winning baseball by Ethan Allen, produced by Sports Film Slides and distributed by Curriculum Films.

Phil Cavarretta: The slick Chicago Cub first baseman demonstrates the proper way to work with the pitcher on pick-off plays. First he signals the pitcher that he intends to move off the bag behind the runner (when the latter is not

likely to steal). Then he moves into position behind the runner (second picture). The third picture shows Cavarretta in the proper position for an obvious bunt play with first and second occupied. Second baseman covers first here.



Feller!

Whatever fireball Bob's mechanical failings may have been as a schoolboy wonder a decade ago, his form today is beyond reproach—if seeing is believing. He winds up (1), pivots (2), and kicks his leg high up (3-4) in picture-book fashion. Note how his hands meet, fully extended, in front of his body (4), just before he brings his arm back and begins swinging his leg forward (5). The arm is dropped straight back behind the body.

Feller's step is unusually long—a full stride. The right foot is planted with the toe pointed straight ahead (7). The arm is then whipped forward with the full power of the body behind it. A beautiful follow through of the arm and leg puts Bob in perfect fielding position (10).

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Gymnastics

by WILLARD SMITH

ALTHOUGH the trend in physical education has been toward the informal, game-for-all program, gymnastics still offer values that may be gained in no other fashion.

When presented informally and interestingly, inculcating the element of competition and self-testing, the exercises help produce strong, sound bodies, superb neuromuscular mechanisms and a wholesome self-confidence.

Several safeguards must be observed in administering the program. First is the element of safety. This cannot be stressed strongly enough. Many boys approach the heavy apparatus with considerable trepidation. Their confidence must be stimulated, the element of fear must be reduced to a minimum.

Good safety procedures—lots of mats and assistants—are very comforting to the performer's peace of mind.

That's a trenchant reason why the first few lessons should be made so easy that only success ensues. A single bad fall can completely destroy a boy's confidence. Students who meet with early success and suffer no painful bumps will proceed to the following lessons with increasing confidence and pleasure.

Another vital "must" is careful graduation of the exercises, starting with the simplest and working up slowly to the more complex.

My exercises at East Syracuse follow these tenets. As you will note in the accompanying program, the nomenclature is very simple and the exercises are arranged in three groups—elementary, intermediate and advanced.

Everybody is started on the elementary level. Upon mastering these exercises, they go on to the next stage and finally to the advanced level.

The exercises are not too difficult. In fact, you may claim some of them are too easy for high school boys. However, with so many students in the awkward ages between 13 and 16, I don't believe the exercises

Willard Smith has been director of physical education at East Syracuse (N. Y.) High School for the past 20 years.

should be too difficult. They should be adapted to the boys' age and ability.

At East Syracuse, the students with exceptional ability—those in the advanced group—serve as squad leaders. At least a month before I start apparatus work, I have my leaders practicing on the various pieces.

I am a firm believer in having as many as four assistants gathered around a piece of apparatus (especially for certain exercises on the horse) for safety purposes.

HORSE

Elementary Exercises

1. Jump to front-leaning rest, dropback dismount holding pommels. Repeat.

2. Jump to front-leaning rest, bring knees up to knee mount in saddle; raise arms sideways body erect. Dismount dropback, hold pommels.

3. Jump feet between pommels to a back-leaning rest. Kick legs forward and push off with hands on forward dismount; land in squat, arms forward.

4. Jump to squat-stand in saddle, stand, arms sideward; jump forward dismount, arms forward so you can do a forward roll.

5. Squat-jump between pommels, with arms forward on landing in squat.

6. Jump to knee mount in saddle, raise arms sideward; jump off from this position, called *courage vault*.

7. Run, do flank vault right.

8. Run, do flank vault left.

Intermediate Exercises

1. Review elementary exercises.

2. Grasp pommels, squat-vault with quarter turn left, keep hold of left pommel with left hand, land in squat position, right arm out horizontal to side.

3. Jump to back-leaning rest, return to front-leaning rest, squat vault between pommels, dismount arms forward, legs in squat position.

4. Jump to front-leaning rest, go through to back-leaning rest, return to a front-leaning rest, squat vault with quarter turn right.

5. Jump to straddle stand (as-

Inverted Hang

As described in Exercise 6 of the elementary rope exercises, the athlete throws his head back and slightly arches his body, pointing his toes so that the outer edges of the feet touch the ropes.





Mechanics of the wolf vault, Exercise 7 of the intermediate series for the Horse.

sistants stand in front and rear of horse), then jump high with half turn left, landing close to horse, grasping pommels.

6. Straddle vault (assistants on guard), have legs wide, push up with hands from pommels, throwing arms sideward as legs go over pommels.

7. Wolf vault either left or right.

8. From front-leaning rest position, swing left leg a half circle left, then right leg a half circle right, return to front-leaning rest same way and squat vault off.

Advanced Exercises

1. Review intermediate exercises.

2. Rear vault either left or right.

3. Place left hand on croup, right on left pommel, vault to seat on croup facing saddle. Lean forward on left pommel, swing legs backward, and do scissors. Repeat scissors twice more; then in position facing end of croup, straddle vault off.

4. Jump to stride support in saddle (left leg between pommels over saddle), keep arms straight so you are not sitting on saddle. Quickly change positions of legs (scissors). Repeat, then swing right leg half circle left to sit on croup. Place both hands on near pommel, push up on hands so you land in saddle. Repeat so you land on neck of horse, straddle vault off neck of horse.

5. Run and do high front vault left or right.

6. Thief vault (jump between pommels), then catch hold of pommels and check movement of body. Have feet out straight in front of you, legs up as high as possible, body off saddle. Do left half left and right half right to front-leaning rest, straddle vault off.

7. Run, dive between pommels and finish with forward roll.

8. Hand or head flip from saddle grasping pommels (assistants back and front help).

ROPES

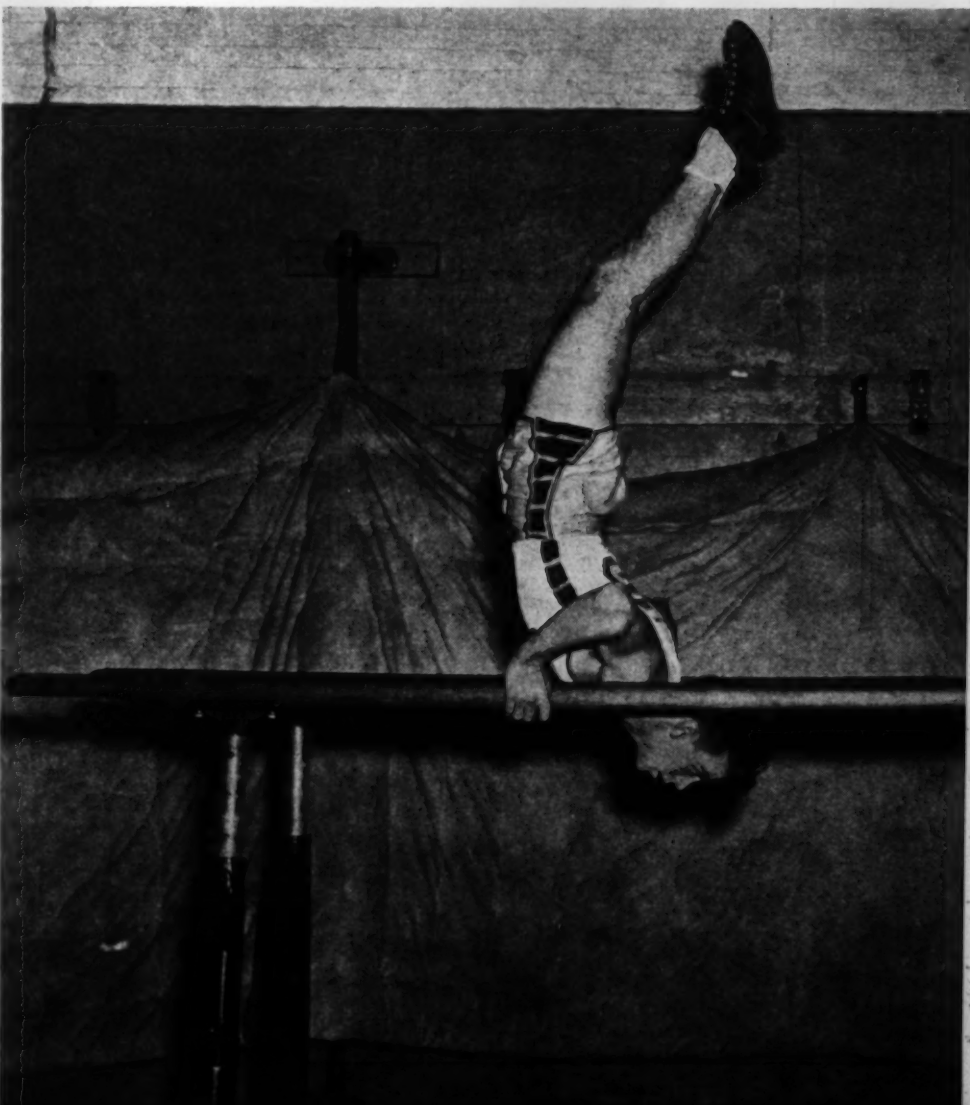
Elementary Exercises

1. Jump up as high as possible, grasp one rope with both hands, pull up to bent arm position with feet against rope in proper climbing position. Drop to mat on dismount in half-squat on toes.

2. Repeat No. 1 but when up on rope, bring right foot to left of rope and raise foot slightly. Place left foot on top of rope over instep slightly to left and you can hold yourself in a comfortable position without falling. Drop to mat as in No. 1.

(Continued on page 43)

Shoulder stand; see Exercise 7 of the intermediate series for the Parallel Bars.



Decathlon Scoring Tables

Table I

12-LB. SHOT PUT (Ft. and In.)

Red.	Pts.	Red.	Pts.	Red.	Pts.
0-0	100	23-6	325	37-0	568
0-6	108	24-0	334	37-6	577
1-0	116	24-6	343	38-0	586
1-6	124	25-0	352	38-6	595
12-0	132	25-6	361	39-0	604
12-6	140	26-0	370	39-6	614
13-0	148	26-6	379	40-0	624
13-6	156	27-0	388	40-6	634
14-0	164	27-6	397	41-0	644
14-6	172	28-0	406	41-6	654
15-0	180	28-6	415	42-0	664
15-6	188	29-0	424	42-6	674
16-0	196	29-6	433	43-0	684
16-6	204	30-0	442	43-6	694
17-0	212	30-6	451	44-0	704
17-6	220	31-0	460	44-6	714
18-0	228	31-6	469	45-0	724
18-6	236	32-0	478	45-6	734
19-0	244	32-6	487	46-0	745
19-6	253	33-0	496	46-6	756
20-0	262	33-6	505	47-0	767
20-6	271	34-0	514	47-6	778
21-0	280	34-6	523	48-0	790
21-6	289	35-0	532	48-6	802
22-0	298	35-6	541	49-0	814
22-6	307	36-0	550	49-6	826
23-0	316	36-6	559	50-0	838

Table IV

Running High Jump (Ft. and In.)

Red.	Pts.	Red.	Pts.	Red.	Pts.
2-0	45	3-5	176	4-10	424
2-1	48	3-6	186	4-11	442
2-2	51	3-7	196	5-0	462
2-3	55	3-8	206	5-1	482
2-4	59	3-9	218	5-2	502
2-5	63	3-10	230	5-3	522
2-6	68	3-11	244	5-4	544
2-7	73	4-0	258	5-5	566
2-8	79	4-1	272	5-6	588
2-9	86	4-2	287	5-7	610
2-10	96	4-3	303	5-8	634
2-11	106	4-4	318	5-9	658
2-12	116	4-5	335	5-10	682
3-0	126	4-6	352	5-11	704
3-1	136	4-7	370	6-0	734
3-2	146	4-8	388	6-1	760
3-3	156	4-9	406	6-2	788
3-4	166			6-3	816

Table VII

100-YD. DASH (Sec. and Tenths)

Red.	Pts.	Red.	Pts.	Red.	Pts.
16.	90	13.9	240	11.8	413
15.9	96	13.8	248	11.7	422
15.8	102	13.7	256	11.6	432
15.7	108	13.6	264	11.5	442
15.6	114	13.5	272	11.4	452
15.5	120	13.4	280	11.3	464
15.4	127	13.3	288	11.2	476
15.3	134	13.2	296	11.1	488
15.2	141	13.1	304	11.	500
15.1	148	13.	312	10.9	514
15.	155	12.9	320	10.8	529
14.9	162	12.8	328	10.7	547
14.8	169	12.7	336	10.6	569
14.7	176	12.6	344	10.5	583
14.6	184	12.5	352	10.4	608
14.5	192	12.4	360	10.3	640
14.4	200	12.3	368	10.2	680
14.3	208	12.2	377	10.1	730
14.2	216	12.1	386	10.	790
14.1	224	12.	395	9.9	855
14.	232	11.9	404		

Table II

STANDING BROAD JUMP (Ft. and In.)

Red.	Pts.	Red.	Pts.	Red.	Pts.
3-6	50	5-10	194	8-1	432
3-7	55	5-11	201	8-2	444
3-8	60	6-0	209	8-3	456
3-9	65	6-1	215	8-4	468
3-10	70	6-2	222	8-5	480
3-11	75	6-3	230	8-6	494
4-0	80	6-4	238	8-7	508
4-1	85	6-5	246	8-8	522
4-2	90	6-6	254	8-9	536
4-3	95	6-7	262	8-10	550
4-4	100	6-8	270	8-11	565
4-5	105	6-9	278	9-0	580
4-6	110	6-10	286	9-1	595
4-7	115	6-11	294	9-2	610
4-8	120	7-0	303	9-3	625
4-9	125	7-1	312	9-4	640
4-10	130	7-2	321	9-5	655
4-11	135	7-3	330	9-6	670
5-0	140	7-4	339	9-7	685
5-1	145	7-5	348	9-8	700
5-2	150	7-6	358	9-9	715
5-3	155	7-7	368	9-10	730
5-4	160	7-8	378	9-11	745
5-5	165	7-9	388	10-0	760
5-6	170	7-10	398	10-1	775
5-7	175	7-11	408	10-2	790
5-8	180	8-0	420	10-3	805
5-9	187				

Table V

CHINS (No. Times)

Red.	Pts.	Red.	Pts.	Red.	Pts.
1	70	18	490	35	726
2	110	19	508	36	738
3	145	20	525	37	750
4	180	21	540	38	760
5	210	22	555	39	770
6	240	23	570	40	780
7	265	24	585	41	788
8	290	25	600	42	796
9	315	26	613	43	804
10	340	27	626	44	812
11	360	28	639	45	820
12	380	29	651	46	826
13	400	30	664	47	832
14	418	31	677	48	838
15	436	32	690	49	843
16	454	33	702	50	848
17	472	34	714		

Table VIII

20-SECOND SPRINT (Trips and Extra Zones)

Red.	Pts.	Red.	Pts.	Red.	Pts.
0-6	70	2-1	280	3-7	576
0-7	80	2-2	296	3-8	594
0-8	90	2-3	312	3-9	613
0-9	100	2-4	328	3-10	632
0-10	111	2-5	345	4-0	651
1-0	122	2-6	362	4-1	670
1-1	133	2-7	380	4-2	689
1-2	144	2-8	398	4-3	708
1-3	156	2-9	416	4-4	727
1-4	168	2-10	434	4-5	746
1-5	180	3-0	452	4-6	765
1-6	193	3-1	471	4-7	785
1-7	206	3-2	490	4-8	805
1-8	220	3-3	509	4-9	825
1-9	235	3-4	528	4-10	845
1-10	250	3-5	547	5-0	865
2-0	265	3-6	566		

TABLE III

FLOOR DIPS (No. Times)

Red.	Pts.	Red.	Pts.	Red.	Pts.
1	20	23	358	45	596
2	38	24	371	46	606
3	56	25	384	47	616
4	74	26	397	48	626
5	92	27	410	49	636
6	110	28	422	50	646
7	128	29	434	51	656
8	146	30	445	52	666
9	164	31	456	53	676
10	180	32	466	54	686
11	196	33	476	55	696
12	210	34	486	56	706
13	224	35	496	57	716
14	238	36	506	58	725
15	252	37	516	59	734
16	266	38	526	60	743
17	280	39	536	61	752
18	293	40	546	62	761
19	306	41	556	63	770
20	319	42	566	64	779
21	332	43	576	65	788
22	345	44	586	66	797
				67	805

Table VI

12-IN. SOFTBALL THROW (Yds.)

Red.	Pts.	Red.	Pts.	Red.	Pts.
38	40	59	272	80	525
39	49	60	285	81	538
40	58	61	297	82	551
41	67	62	309	83	564
42	76	63	321	84	577
43	86	64	333	85	590
44	96	65	345	86	604
45	106	66	357	87	618
46	116	67	369	88	632
47	128	68	381	89	646
48	140	69	393	90	660
49	152	70	405	91	675
50	164	71	417	92	690
51	176	72	429	93	705
52	188	73	441	94	720
53	200	74	453	95	735
54	212	75	465	96	750
55	224	76	477	97	765
56	236	77	489	98	780
57	248	78	501	99	804
58	260	79	513	100	825

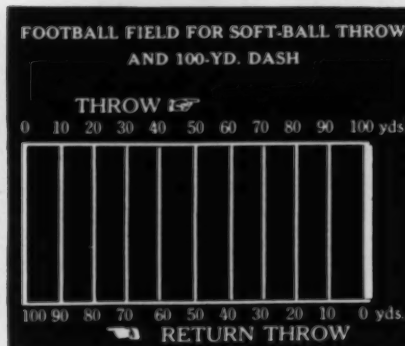
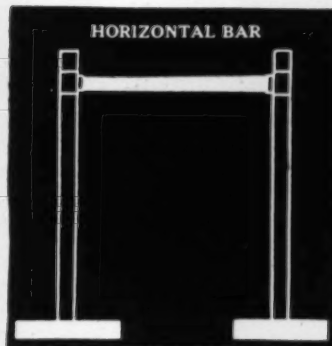
Table IX

FENCE VAULT (Ft. and In.)

Red.	Pts.	Red.	Pts.	Red.	Pts.
3-0	38	4-5	196	5-9	491
3-1	47	4-6	208	5-10	501
3-2	56	4-7	221	5-11	511
3-3	65	4-8	235	6-0	521
3-4	74	4-9	250	6-1	531
3-5	83	4-10	265	6-2	541
3-6	92	4-11	280	6-3	551
3-7	101	5-0	296	6-4	561
3-8	110	5-1	312	6-5	571
3-9	119	5-2	328	6-6	581
3-10	128	5-3	344	6-7	591
3-11	137	5-4	360	6-8	601
4-0	146	5-5	376	6-9	611
4-1	156	5-6	394	6-10	621
4-2	166	5-7	412	6-11	631
4-3	176	5-8	430	7-0	641
4-4	186				

by SIDNEY W. RICE

The Tennessee Decathlon



IN conceiving and validating the Tennessee Decathlon, B. E. Sharp of Knoxville High School and Ben Martin of Oak Ridge High have made one of the soundest, most significant contributions to the field of athletic quotients (A.Q.) and mass activity.

Their work proves in a large measure that the so-called "star" athlete has no corner on true athletic ability. By eliminating the advantages of age, weight and height, their Decathlon permits the good little man to compete with the good big man on equal footing.

The ten events include: 12-lb. shot put, standing broad jump, floor dips (push-ups), running high jump, chinning, 12-inch softball throw, 100-yard dash, 20-second sprint, fence vault, and Sargent jump.

If for any reason, it is impossible to complete all 10 events, the norms are pro-rated without penalty to the contestant. In other words, if only seven events are run, seven-tenths of the student's norm becomes the mark expected of him—and his A.Q. is not affected.

Most of the schools conducting the Decathlon use it as part of their required physical education program. By taking up the events one

Sidney W. Rice, professor of physical education and track coach at Milligan (Tenn.) College, passes along the details of the famous Tennessee Decathlon, a program of athletic events for large groups, that has proven its worth as an educational instrument in the high schools of Tennessee.

by one and furnishing adequate class time for practice, the instructor finds it makes a valuable contribution to the over-all program.

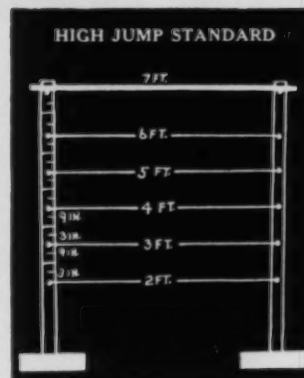
It provides an excellent outlet for the great mass of students who cannot make the varsity teams, and promotes interest in conditioning, track and gym activities.

The utility of the Decathlon for classroom purposes has been increased immeasurably by the fact that involved classification formulas have been reduced to a simple table which even the dullest student can employ with assurance.

For example, the formula for determining individual classifications is: 20 (age) plus $5\frac{1}{2}$ (height) plus (weight). To eliminate a great deal of figuring, an age and height table (Table XI) is provided, so that a student need merely find his age (figured to the nearest half year) and his height (in inches). By adding his weight to the figure revealed by the table, he is shown his classification and norm (Table XII).

Point tables are provided for each event to furnish a total raw score. The Athletic Quotient is then determined by adding two ciphers to the raw score and dividing it by the norm.

The ten events used by Sharp and Martin are simple, easy to administer and require a minimum of equipment: a 12 lb. lead or iron shot, a measuring tape, jumping



standards, adjustable horizontal bar, a watch with a sweep-second hand, and an ordinary classroom yardstick. Most physical education departments have these readily available.

The events were chosen because of their value as physical education activities, their high student interest and their validity as measures of athletic ability. The qualities measured include such vital concerns as speed, agility, endurance, balance, strength, and reaction time.

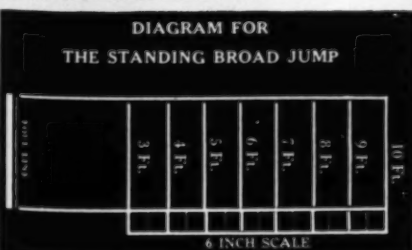
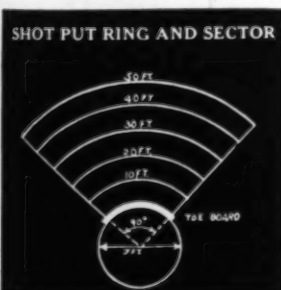
The events are conducted as follows:

Shot put: Let each boy take three puts, using either an indoor or outdoor shot. Measure all puts as radii of the 90 degree arc, from the toe board. With one boy keeping records and another measuring the distances, large classes can be tested in a short time.

Standing broad jump: Allow each boy three jumps and record his best jump on his permanent score sheet. The jump is the distance from the foul line to the nearest break of his heel or any other part of his body. You need one reliable boy to keep records and another to measure each jump. Using a score sheet made for three jumps, a large class may be tested in 30 seconds.

Floor dips: Divide the class in half and line them up facing each other. Demonstrate the principles of good form, keeping the back, head and neck parallel with the floor and making the dips complete and continuous.

Then let one-half of the class



judge and count for the other half. After one side is finished, have the judges and participants switch assignments. If a boy does not make complete dips, let him rest and try again.

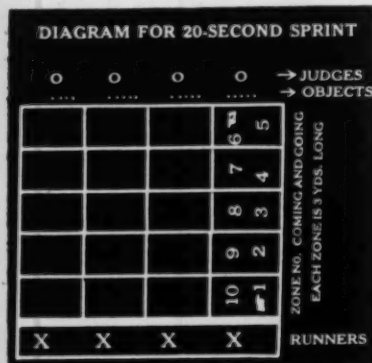
Running high jump: First, let the class line up at any angle from the bar. Set the bar low enough for all. Continue to raise it until one boy fails.

Then stop the class and let him try twice more. If he fails, have him drop out. Record his highest jump. Continue until everybody has had his three tries.

Chinning: Be sure the boy knows he will get only one trial, unless he fouls. He must put his chin over the bar and let completely down, never allowing his feet to touch the floor. Keep moving. Let the boys use any style they want.

12-inch softball throw: Each boy takes three throws, the farthest one counting. To save time, let half the class throw in one direction and the other half in the other. Have one boy keep records and another judge distances.

100-yard dash: Use the football field for this event. Since precise timing is essential, use instructors



for starting and timing, especially timing.

20-second sprint: The object is to make as many round-trips and extra zones as possible in 20 seconds. The runner (X) must run to the end line, pick up one object and return, laying the object down in the starting rectangle. He can pick up only one object at a time and must lay it down, not throw it.

A judge for each runner determines the extra zone the participant is in when the command is given to stop. If a foot is on a line, the advanced zone counts. The number of objects placed in the rectangle determines the complete trips made.

If a runner is ready to pick up an object at the stop signal, he is considered in zone 5. If he has picked it up, he is then in zone 6. If he is ready to lay it down, he is in zone

10. If he has put it down, it constitutes a trip with no extra zone. If he has turned to make another trip, however, he gets credit for zone 1 again.

Fence vault: The procedure used in the high jump may be followed here. With one or both hands on the bar, the boy must vault in good form. A short run with the hand on the bar, is permissible. Three trials may be permitted.

A roll, scissor or jack-knife style may be used. The boy's jump and arm pull must carry him over the bar as in pole vaulting. He may barely touch the bar with his body, but must not allow this body contact to assist in the vault.

Sargent jump: This is a vertical jump. If the leap meter is not available, have the boy reach as high as possible with a one-inch piece of crayon. He must stand flat-footed. He jumps and marks as high as possible with the crayon.

Three trials are allowed. His jump is the distance between his reach and the mark he makes when he jumps. Measure it with a meter stick. Any style or form may be used. The leap meter makes possible a more accurate measurement.

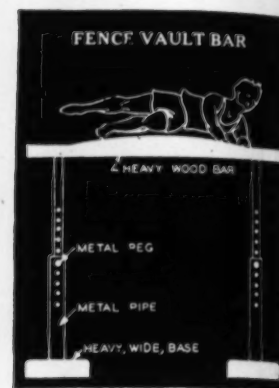
The Decathlon is the result of more than ten years of work by the authors, and the norms represent results from more than ten thousand tests. The event, which was started in Knoxville High School in 1932, has now developed into an

TENNESSEE DECATHLON
Individual Score Sheet
(Student Record)

Event	Record	Points
12-Lb. Shot Put
Standing Broad Jump
Floor Dips
Running High Jump
Chinning
12-Inch Soft Ball Throw
100-Yard Dash
20-Second Sprint
Fence Vault
Sargent Jump
Total Raw Score		
I. Classification:		
$20 \left(\frac{\text{Age}}{10} \right) + 5 \frac{1}{2} \left(\frac{\text{Ht.}}{70} \right) + \left(\frac{\text{Wt.}}{150} \right) =$ (Use Table XI for all Computations except wt.)		
II. Norm: Find your classification in Table XII. The number opposite is your Norm.		
III. Athletic Quotient: $100 \text{ times } (\text{Raw Score} \div \text{Norm.}) =$		

annual state-wide meet with championships being contested in both junior and senior high school divisions.

Twenty schools participated in the 1946 championships. Practically all of them ran the Decathlon as part of their regular physical edu-



cation program. In this way participation was extended to about 4,000 boys, with the winners in each school becoming eligible for the state meet.

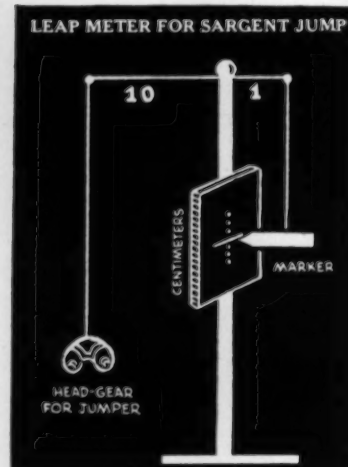
The meet was an all-day affair, beginning at 9 A.M. Each contestant was required to produce a birth certificate or other acceptable evidence of age to the registrar. He was then weighed and measured so that his classification and norm could be entered on the official roster.

Competent judges, timers and recorders were secured as officials. They included such prominent Tennessee educators as A. W. Hobt, George Brady, George F. Barber, and John E. Gronseth.

Each finalist was tested individually. The indoor events were conducted first, followed by the outdoor events (on the athletic field). Trophies were awarded the champions in both divisions. Medals were presented to the second and third place winners, as well as to the individual school champions.

A survey of the winners over the last few years reveals some interesting facts. It indicates that the "varsity" athlete does not always win, and that the good little man often possesses more athletic ability than the school athlete, though he may not be able to compete with

(Concluded on page 58)



CROUSE-HINDS



50th Anniversary

HALF A CENTURY OF ACHIEVEMENT

1897 Fifty years ago two men each had an idea. Huntington B. Crouse had an idea. He wanted to be a business man. Jesse L. Hinds had an idea. He wanted to manufacture articles for the electrical trade. A mutual friend brought the two men and their ideas together and on January 18, 1897 the Crouse-Hinds Electric Company was born. It manufactured electrical switches, panelboards, switchboards, and the patented Syracuse Changeable Electric Headlight for trolley cars. The headlight was the forerunner of the extensive line of lighting equipment manufactured later.

1903 The partnership was replaced by a corporation — Crouse-Hinds Company.

1906 A newly invented line of electrical conduit outlet bodies with threaded hubs was now manufactured. A new name was needed, so the word "CONDULET" was coined. It was adopted as a trade mark and registered in the United States Patent Office. Condulets were destined to revolutionize electrical conduit installation practice.

1910 Mr. Crouse formulated a firm policy of equal discounts to all distributors and equal prices to other purchasers. Revolutionary in those days, it has since been generally adopted by the electrical industry.

1911 On a 25-acre plot of land the cornerstone of the present plant was laid. Additional acres and buildings have been added since.

1915 Crouse-Hinds made the first of its now extensive line of floodlights.

1922 Crouse-Hinds built the first modern four-way three-section traffic signal.

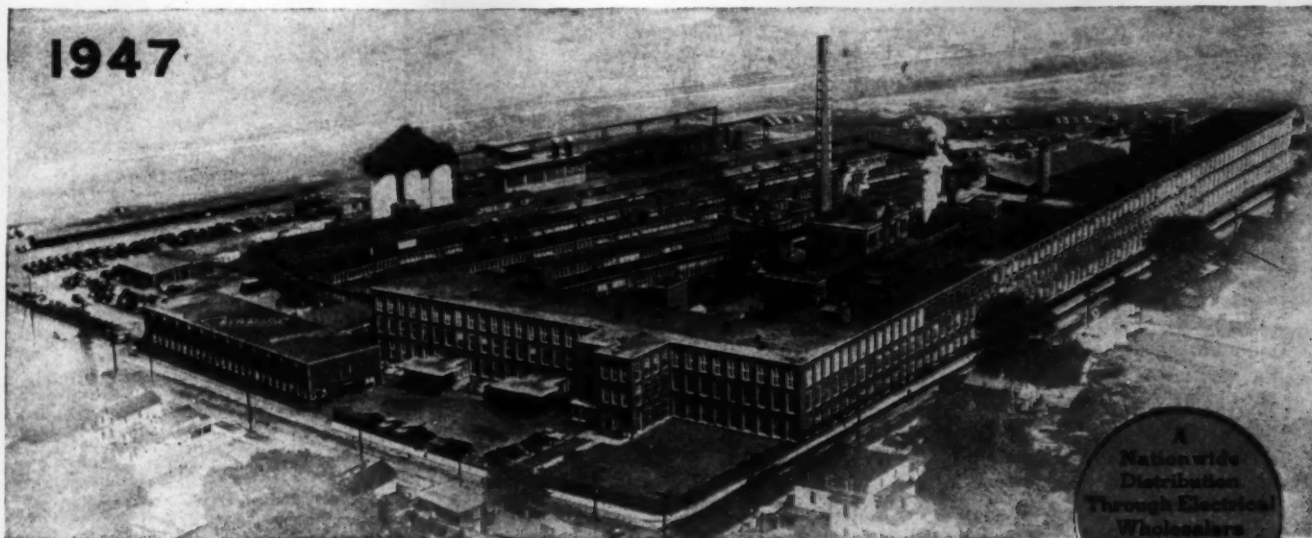
1927 Crouse-Hinds developed equipment especially designed for airport lighting.

1929 Pioneer in sports lighting, Crouse-Hinds installed a complete lighting system in a major college football stadium — at Syracuse University.

1932 Crouse-Hinds issued the first complete catalog of a line of Explosion-Proof Condulets.

1943 Upon the death of Mr. Huntington B. Crouse, Mr. William L. Hinds succeeded him as President of Crouse-Hinds Company.

1947 Now, after fifty years, the Crouse-Hinds Company has the same objectives with which it started — to make a good product better and to deal fairly and honestly with all.



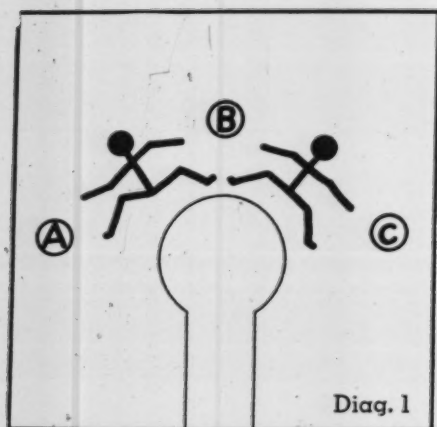
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NEARLY every zone defense team has, at one time or another under pressure, attempted to overcome the natural weakness of the zone by modifying the standard shifts.

When the offense is moving the ball rapidly and accurately, overloading properly, and set shooting with deadly effect, the zone becomes a porous form of defense and you can't blame the boys for frantically making adjustments.

Unfortunately, practically all these adjustments are tactically unsound and far too often leave the defense weaker rather than stronger.

Too many zone coaches are content with teaching the boys where to stand and when and where to shift. But it is not just knowing where to stand and when to shift that buttresses a zone. There is a way to shift and a way to stand that enables the zone to cover more territory and be much more potent.

The boys should be taught to always cover the opponents with one hand and one foot, keeping the other hand and foot ready to shift and cover a man in the opposite direction.

A study of **Diag. 1** reveals this is good basketball and produces good results. The guards can, by quick shifting, check passes and shots by the offensive men. The guards check B with their inside hands and feet, while checking A and C with their outside hands and feet.

The principle of checking an offensive man with one hand and foot, while keeping the other hand and foot ready for shifting and covering a new opponent, can be used throughout the zone. Diags. 2 to 9 show the application of this principle against a 2-1-2 and a 1-2-2 zone.

Diag. 2 shows the line-up of the 2-1-2 with the ball in the center of the court. Notice how 1 and 2 play the ball with their inside hands and feet.

In **Diag. 3**, with the ball at the

The Shift in the Zone

upper side position, front man 2 checks the ball with his right hand and foot, while the rear guard checks it with his left hand and foot.

In **Diag. 4**, the ball has moved to the back corner. The rear defensive man, 5, now drops back to the rear line, while the front defensive man, 1, drops in to cover his position.

In **Diag. 5**, with the ball at the post, the entire defense closes in to smother the holder (post man). Defensive man 5 plays him straight-away, while 1, 2, 3 and 4 all keep their inside hands and feet ready to check the progress of the ball.

Diag. 6 shows the line-up of the 1-2-2 zone with the ball at the center position. (See page 40.)

Diag. 7 illustrates the shift with the ball at the side. Both 3 and 5 check the ball with their left hands.

In **Diag. 8**, with the ball in the lower corner, the rear defensive man checks with his right arm and foot, while the front man is also in

J. W. Hall coaches basketball, baseball and track at Riverview Garden High School in St. Louis, Mo.

position with his right hand and foot.

Diag. 9 shows the ball on the back line near the backboard. No. 1 has shifted down and covers the ball with his right hand and foot, while the other defensive men are all ready to check progress with their inside hands and feet.

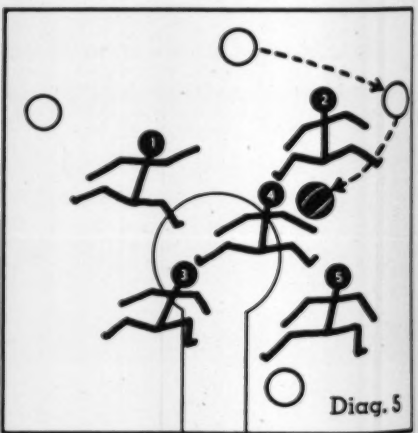
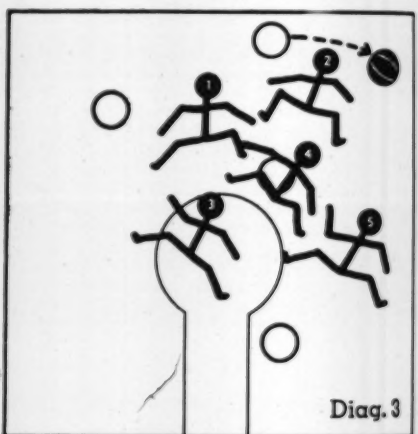
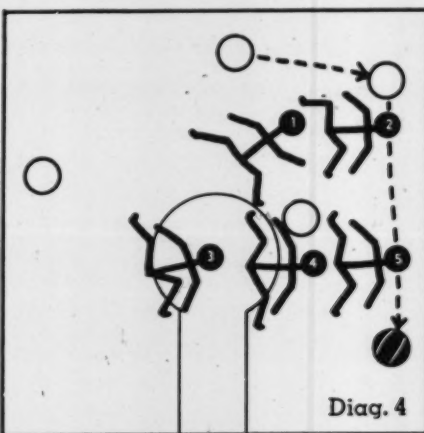
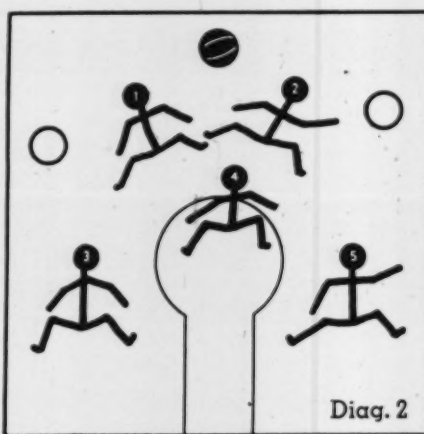
In adopting this method of shifting, several important points are noteworthy of attention.


One, this system does not decisively change the zone. No man is drawn out of position to cover a weak spot and thus leave a new weak spot.

Two, in this system, a man can cover much more territory and thereby plug up more holes.

Three, this system represents a sound and logical attempt to make

(Continued on page 40)





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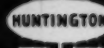
The new Seal-O-San Coaches Digest and Seal-O-San Shot Charts will prove valuable in your work.

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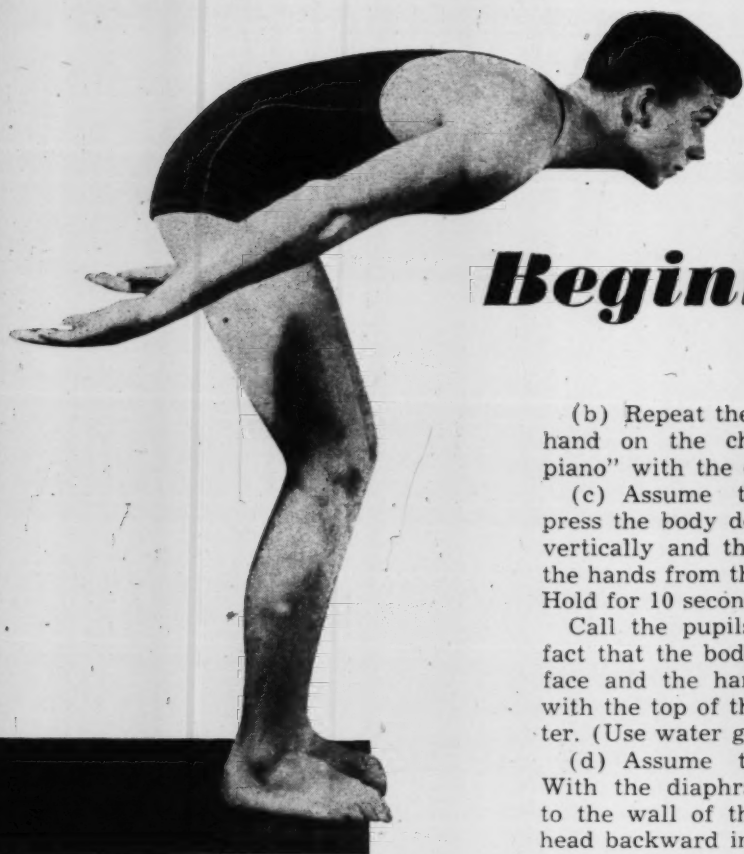
GYMNASIUM FLOOR FINISH



ASK ABOUT THE DERMA-SAN CONTROL SYSTEM FOR ATHLETE'S FOOT

by JOHN H. NEWMAN

Drills for Beginning Swimmers



This is the second of two articles on a course for beginning swimmers, which John H. Newman, of Lane High School, Chicago, outlined originally at the symposium conducted by the Men's Swimming Committee of the Amateur Athletic Union. The first article appeared in the December issue of *Scholastic Coach*.

WE have now taken the pupil through the elementary stages of learning to swim. He has scored 50 points on our progress chart. To leave him to his own devices at this point would be a disservice of the highest order. The axiom, "A little knowledge is a dangerous thing," is nowhere more true than here. He has learned to swim well enough to get into trouble, to show off, to venture things beyond his ability.

It is important, therefore, to assure a continuity of lessons.

The balance of the 100-point score, hence, remains for the deep water instruction. At 75 points the student will be reasonably familiar with the element. At 90 points he will be capable of overcoming most difficulties in deep water.

8. Float motionless in deep water. Review the test in floating motionless (exercise 6). In deep water, with hands on rail, lower the body to the chin level.

(a) Inhale deeply and immerse the head, extending the arms and legs vertically, toes trying to touch the bottom. Hold the position for 10 seconds and "play the piano" on the rail.

(b) Repeat the exercise with one hand on the chest, "playing the piano" with the other hand.

(c) Assume the first position, press the body deep into the water vertically and then slowly transfer the hands from the rail to the chest. Hold for 10 seconds.

Call the pupils' attention to the fact that the body rises to the surface and the hands are suspended with the top of the head out of water. (Use water goggles if possible.)

(d) Assume the (a) position. With the diaphragm pressed close to the wall of the pool, lower the head backward into the water, ears below the surface, inhale deeply and transfer the hands from the rail to the chest. Hold the position for 10 seconds.

(e) Assume the (d) position with hands on the chest, body floating in deep water: slowly stretch the arms sideward and slightly upward, with care not to break the surface.

When definite stability has been established and the pupil has gained some confidence, he may exhale and inhale quickly. The body will start downward, following a direction toward the feet, and will be arrested in its downward course by the new inhalation.

WHERE OBESITY HELPS

With experience he may raise one finger of each hand above the surface (arms extended sideward-upward) to counterbalance the feet and to bring them higher in the water.

Stout pupils will float with the feet on the surface. Thin pupils will be closer to the vertical plane. Some individuals will sink in spite of themselves.

Note: The negative floater is really rare. Most negatives will learn to float with practice at deep-breath holding.

Drill: Practice this important exercise in chin-deep water.

The Test: Float motionless for one minute.

Score, 10 points. Cumulative Score, 60 points.

9. Dogpaddle Vertically in Deep Water. The confidence gained by the successful execution of the previous exercise will be demonstrated in the readiness with which the pupil will execute subsequent exercises in deep water.

(a) Dogpaddle in the vertical plane, describing widening circles as confidence grows.

(b) Push off in the back position, scull 10 feet, reverse direction through the vertical plane and dogpaddle back to the rail.

(c) Push off in the back position, scull 10 feet and change direction through the horizontal plane (roll over).

(d) Swim overhand into deep water, execute a "stall" and return in the back position, sculling or elementary backstroking.

(e) Swim overhand into deep water, execute an "Immelman" by pulling up into a stall and rolling over to swim overhand back to the rail.

The Test: Dogpaddle vertically one minute.

Score, 10 points. Cumulative Score, 70 points.

10. Jumping Into Deep Water.

(a) Cover the mouth with the palm of the hand, pinch the nose closed with the thumb and forefinger, inhale deeply and jump to the bottom in deep water and then jump from the bottom back to the surface and dogpaddle to the rail.

(b) Jump into deep water as before, but float up from the bottom without jumping, dogpaddle to the rail.

(c) Step lightly into deep water and arrest the downward inclination by dogpaddling rapidly. The hurdling position, legs striding wide, trunk lowered forward, arms extended sideward, will produce the best results.

The Test: Jump off the low board (as in c) arrest the downward inclination and swim 60 feet dogpaddling, overhanding, sculling, backstroking and resting in the floating position for a moment over deep water.

(Concluded on page 26)



DOORS OPEN WIDE

for a look at HIS catalog

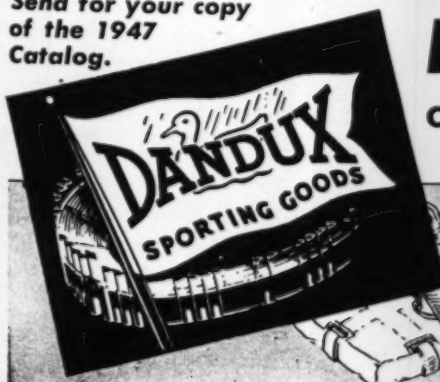
From coast to coast, DANDUX Sporting Goods representatives constantly hear the words of welcome, "Go right in, sir."

And one reason for their welcome is the DANDUX catalog. You've never seen a catalog like it. DANDUX engineers, draftsmen and salesmen . . . photographers, artists and printers . . . have combined their efforts and months of industry to compile a sales manual of the complete DANDUX line. The result is a catalog that pictures every piece of DANDUX equipment so realistically you can almost feel the high quality and test the extra strength of the construction . . . a catalog that portrays the benefit of the excellent workmanship and protective features in clear-cut, intelligible language.

When the DANDUX representative turns the pages of the manual before you, you'll easily understand why coaches, athletic directors and team managers from Maine to California welcome DANDUX with open doors and voluntarily voice their approval in those much quoted words. . . .



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of the 1947
Catalog.



DANDUX . . . that's IT!

C. R. DANIELS, INC. Sporting Goods Division DANIELS, MD.



ABOUT nine years ago, *Scholastic Coach* described a mass game called "Number Soccer," which one of the Detroit schools was using very successfully in its physical education classes. I tried the game in my classes and it worked out very well.

When the basketball season rolled around, I had occasion to remember this game. Because we have a small gym with only one court, too many students were spending too much time waiting around for a chance to play—a violation of one of the basic tenets of physical education—participation for everybody.

With only one court, it didn't seem possible to get everybody into action within the confines of our 50-minute periods. I tried playing two games at once, using half the court for each game.

But this still didn't solve the problem. In the large classes, it still meant too much waiting. Among the 7th and 8th graders, the games degenerated into football contests.

That's when I remembered Number Soccer. Using this game as a base, I worked out Number Basketball. The idea was a happy success and it now occupies a permanent place in our physical education basketball classes.

Before introducing the game, we familiarize our students with basketball through demonstrations and practice on the fundamentals of passing, dribbling, pivoting and shooting. We use the squad system with varsity players or other talented students as squad leaders.

The fundamentals are then competitive-ized through inter-squad relays and contests. This competition is always keen throughout the preliminary program, since the scores are tabulated and recorded.

Once the fundamentals are reasonably mastered, Number Basketball is introduced.

First the class is divided into two equal groups, with a leader and co-leader for each. If we have 60 pupils in the class, we will have 30 boys on each team.

The two groups are lined up op-

posite each other on the end lines. The boys line up according to height, with the smallest boy first.

At a command from the instructor, each group counts off. Starting with the smallest boy, they count consecutively. Thus, the smallest boy is No. 1 and the tallest No. 30. For purposes of identification, one team removes its shirts.

The instructor, standing at one end of the center line, calls any number at random. At the same time, he rolls, bounces or throws the ball into the center of the court.

The player from each side whose number has been called makes a dash for the ball. They are accom-

pany the three-foot restraining line or to interfere with the play of the forwards and centers. But they can receive and throw passes to their forwards and center.

The centers must handle the ball first (before the forwards). Upon securing possession, the center cannot dribble or shoot. He must first pass the ball to one of his forwards. Then the three boys from each team play regular basketball, using the entire court area. The regular rules prevail.

The scrimmage is confined to one or two minutes. When the time limitation lapses, regardless of whether or not a score has been made, the boys must return to their original starting places.

A goal or a free throw immediately terminates the scrimmage. The boys go back to their lines and the instructor calls another number to start a new scrimmage.

The instructor serves as referee and calls the numbers after every time interval or score. He keeps track of the numbers called to assure every one a chance of playing.

If number 1 is called, numbers 2 and 30 become the forwards. If 30 is called, 29 and 1 become the forwards.

I have found that this game goes over very well. The 9th, as well as the 7th and 8th graders, get a big bang out of it. The game requires alertness and matches the boys according to size as nearly as possible.

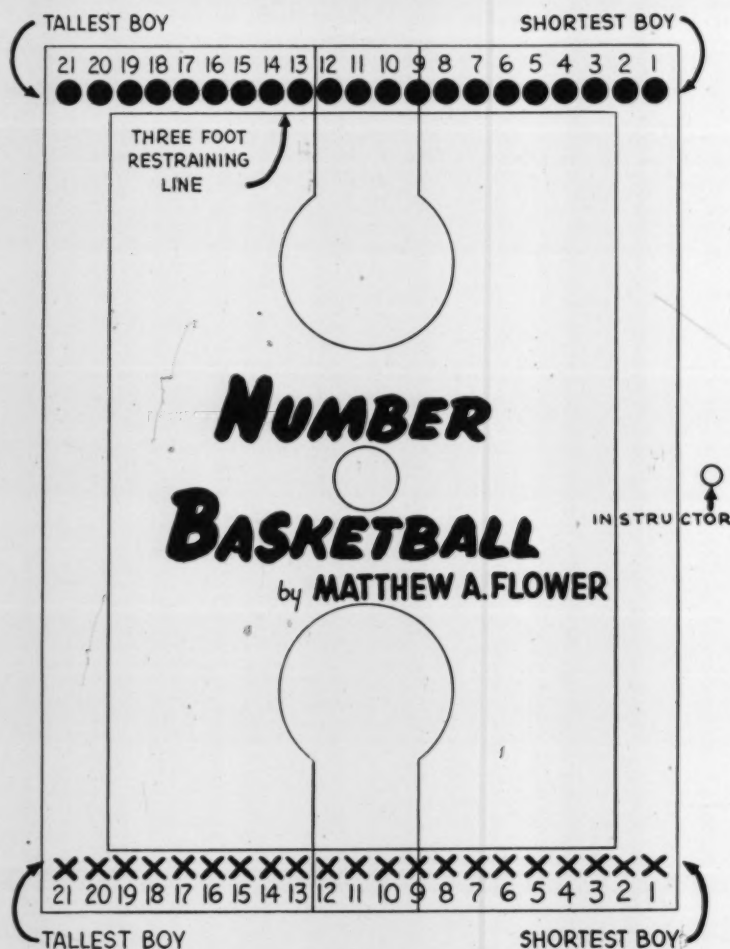
The final team winner may be determined by adding up the aggregate scores

of each side.

Figure it out: With 30 boys on each side, and three playing at one time, every boy is assured of at least four minutes of action under competitive conditions. That means 60 happy boys in every 40-minute period.

The accompanying diagram shows the court layout for Number Basketball.

The boys are lined up along the end lines (somewhat foreshortened here), with the instructor or referee at the center. As many boys as can fit along the end line may play the game.



Like many other physical educators, Matthew A. Flower, former physical director and coach at Rutherford B. Hayes Junior High School, Youngstown, Ohio, has had to adapt certain sports to accommodate large groups. Number Basketball is one of these adaptations.

panied by the players on their immediate right and left. For example, suppose number 5 is called. That means 4, 5 and 6 from each team dash to the center.

The number called, the 5's in this case, become the centers; the 4's and 6's become the forwards; and the other boys, who remain back of the end lines, are the guards.

The guards are not permitted to

Better FOOTWEAR helps win Better RATINGS

CONVERSE-DUNKEL BASKETBALL RATINGS
Produced by DICK DUNKEL
Team Ratings for WEEK ENDING FRIDAY, JANUARY 10, 1947

STANDINGS OF THE SECTIONAL LEADERS

They've got what it takes to Win!
CONVERSE ALL STAR
BASKETBALL SHOES

ASK the leading coaches who insist on Converse

"All Star" basketball shoes for their squads. Ask the thousands of players

who wear "All Stars". They'll tell you: "Converse shoes are worth extra points in any contest. They fit perfectly, permit positive traction and split-second stops . . . are as comfortable as an old slipper.

Because they help us forget our feet, we can concentrate more on that all-important basket." Basketball demands the best in footwear — and the best in basketball are "All Stars".

NON-MARKING OUTSOLE . . .
Positive non-slip traction on
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*CONVERSE-DUNKEL BASKETBALL RATINGS for all college basketball games are issued weekly during the active court season. If you are a basketball coach or official, ask to be placed on our mailing list, using official school letterhead. There is no charge.



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ALL STAR

BASKETBALL SHOES

CONVERSE RUBBER COMPANY
MALDEN 48, MASSACHUSETTS



COACH-PAY

Survey by
NATIONAL EDUCATION ASSOCIATION

over the nation

IN this era of wage ceilings and wage floors, the coaches of America are a lost tribe. They apparently have no ceilings and they have no floors. Few other professions possess such a wide disparity in salary scales.

The reasons are simple enough. There are large schools and small schools. There are large communities and small communities, rich communities and poor communities. There are cities which regally support athletics and cities which tepidly support them.

All these factors bear directly on educational budgets and thus have a decided bearing on the wages paid to teachers and coaches.

In an effort to throw some light on the salary picture throughout the United States, the National Education Association this year made a rather comprehensive study of teacher wage levels in cities ranging from 30,000 to 100,000 in population.

You coaches will be interested in a special section of the study which collates the information gleaned on extra pay for extra duties. This specifically covers the coaching field.

According to the study, athletic coaches now receive additional amounts above their regular salaries in 157 of the 197 cities reporting. This may be broken down as follows:

Coaches paid at fixed rates: 102 cities, including one city where coaches are paid extra only occasionally, not as a general policy.

Coaches paid by individual arrangement: 51 cities, including three cities where fixed rates are now being developed.

Coaches paid partly at fixed rates and partly by individual arrangement: four cities, including one where head coaches are paid by individual arrangement, assistant coaches at fixed rates; and three cities where senior high school coaches are paid by individual arrangement and junior high coaches at fixed rates.

Coaches not paid extra at present: 40 cities, including one where fixed rates are now being developed, and one city where fixed rates are paid for pre-season football practice but no extra amounts are paid to coaches during the school year.

In 63 cities extra amounts are paid for assignments other than coaching of athletics. Of these, 39 cities reported fixed rates and the other 24 did not mention amounts. Of the remaining cities, 124 definitely stated that no extra amounts are paid for these assignments, and 10 cities did not reply to the question.

It should be noted that some cities reported that free periods are allowed during the day to teachers doing after-school work. It is probable that this policy is followed in a number of other cities which did not mention it in replying to the questionnaire.

The accompanying table offers a number of specific salary scales. In weighing this information, the reader is cautioned to remember that the reporting schools represent the larger communities.

School	Football	Basketball	Baseball	Track	Tennis	Swimming	Golf	Intramurals	Ath. Mgr.
Bloomington, Ill.	\$300	\$300	\$200	\$200	\$150	\$150	\$100	\$150	\$250
Joliet, Ill.	400	300	200	200	100		100	200	
Moline, Ill.	400	300	200	300	100		100	200	400
Rock Island, Ill.	By agreement				165		100	585	325
E. Chicago, Ind.	375	300	175	175	50	175			
Terre Haute, Ind.	200	200	100	100	100				
Davenport, Ia.	6-800	500	300	500	150		150		300
Dubuque, Ia.	150	150		50	25			100	
Brockton, Mass.	570	400	290	175	60	90	60		300
Newton, Mass.	400	200	200	200	100		75		400
Port Huron, Mich.	200	200	200	200	150	200	150	200	
Minneapolis, Minn.	350	300	200	200					
Auburn, N. Y.	600	300	200	200	100		100		
Binghamton, N. Y.	350	250	150	150	100		75		350
Jamestown, N. Y.	500	300		300					500
Newburgh, N. Y.	350	250	250	250	150				
New York, N. Y.*	140	120	100	100		75			
E. Cleveland, O.	300	150	150	150	75	150			
Hamilton, O.	600	400							100
	+basbll.	+track							
Middletown, O.	600	600							
E. Providence, R. I.	250	125	125	125	50		50		
El Paso, Tex.	550	400		300	100				
Madison, Wis.	175	150		100	40	40	40		

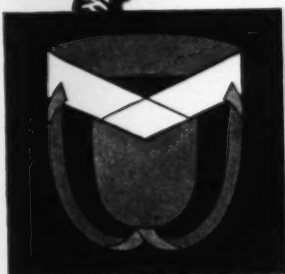
*Recommended, not yet official.

TRY IT IN ACTION!

Put on a new Trump Supporter with the V-FRONT* construction. Place the waistband low on the abdomen. Pencil-mark its position and then do a few bends and twists. The V-FRONT will move less than $\frac{1}{4}$ inch compared to a 2 to 3 inch slippage with any straight-front supporter. Observe, too, there is no extra pouch cloth working back to chafe. You'll agree there are some real improvements here!



This **"V"**
helps them keep
their minds
on the game



On the court, they've no time to spend worrying about slipping, sagging supporters. You'll find the new Johnson & Johnson V-FRONT Supporters offer your teams comfort, protection, freedom from embarrassing adjustments.

Note how the V-FRONT provides *lifting* action, keeps the pouch in place. The all-elastic waistband follows body

contours, fits constantly, *stays put*. V-FRONT construction spells c-o-m-f-o-r-t for every boy on every team you coach! Trump and Rugby V-FRONT Supporters are sold at drug or sporting goods stores. Write to Johnson & Johnson, New Brunswick, New Jersey, for booklet.

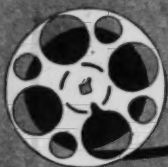
* (For sprained or weak ankles, wrists or other athletic injuries, try ADAPTIC - the Johnson & Johnson elastic bandage.)

*Patent Pending

Johnson & Johnson

ALL-ELASTIC

V-FRONT SUPPORTERS



New Films for the Coach

CATCHING FUNDAMENTALS. Produced by Coronet Instructional Films. Technical advisor, Mike Tresh. One reel, 16-mm., sound, 10 minutes. Price: black-and-white \$45; in color, \$75.

HERE'S as neat an exposition on catching fundamentals as you can hope to find anywhere. Filmed under the supervision of Mike Tresh, Chicago White Sox catcher, who demonstrates most of the techniques, the film is perfectly organized and excitingly projected.

Mike demonstrates everything from soup to nuts. He starts with the basic stance, showing how to crouch, give signs, protect the bare hand, present a target, shift the feet, and cover the plate.

Then he demonstrates throwing and, finally, game skills and strategy. Under the latter heading are fielding a bunt, discarding the mask, tagging a runner, and backing up first.

The demonstrations are beautifully photographed and flawlessly executed—as you'd expect from one of the most agile catchers in big league ball. Coaches may use this film as a syllabus for teaching the position.

THE WORLD SERIES OF 1946. Presented by the American and National Leagues. Co-sponsored by A. G. Spalding & Bros. and Hillerich & Bradsby Co. Written and directed by Lew Fonseca. Narrated by Bob Elson. 16-mm. and 35-mm., sound, 30 minutes. Free.

IF ITS stars that you like in your movies, you'll be 100% satisfied with *The World Series of 1946*. You'll see Williams, Slaughter, Musial, York, and Doerr, batting; Brecheen, Pollet, Ferriss and Hughson, pitching; Marion, Moore and DiMaggio, fielding; etc.

Just as its title implies, the picture features the highlights of the 1946 baseball classic between the Cards and the Red Sox.

First the camera introduces you to the players close-up; then comes the action. All the high points of the seven games are shown—the scoring of the runs, the crucial errors, the sensational catches. Also the home runs, double plays and wonderful slides.

Thrown in for good measure are the highlights of the 1946 All-Star game. Particularly interesting here is the homer Williams clouted off a blooper by Rip Sewell. You see the ball all the way in, Williams gauging

it, then the "cut" and the ball sailing over the fence.

All of this is good, exciting baseball, which you'll want to show to your student and community audiences.

The film is available in both 16-mm. and 35-mm. Write to the A. G. Spalding & Bros. office in New York, Philadelphia, Chicago or Los Angeles; or to Lew Fonseca, Room 907, 64 E. Jackson Blvd., Chicago 4, Ill.

The only cost is shipping charges. Make sure to furnish definite and alternate reservation dates.

LET'S PLAY BADMINTON. A Kenneth R. Davidson Production for General Sportcraft, Inc. 16-mm., sound, color; 17 minutes. Rental—free. Purchase price: black-and-white \$37.50; color \$112.50.

ALL right, you "bird" lovers of America, here's that instructional film you've been waiting for. A beautiful professional job in full color, showing exactly how to play the game.

Ken Davidson, the world's most famous pro star, is the demonstrator—and a colossal job he does. He shows you every stroke in the book, both in normal speed and slow motion.

Although the official game is played indoors, *Let's Play Badminton* was filmed outdoors to take advantage of the natural lighting. It proves a very happy idea. Without tricky indoor lighting to hamper him, Davidson is able to exhibit every stroke in razor-sharp detail. The conditions he works under are ideal—brilliant California sun, color photography and a perfectly laid-out badminton court.

After showing the elements of the grip, he goes through the mechanics of the forehand, backhand, drive, smash, clear, drop, service, around-the-head—everything. He repeats each stroke a few times, stressing the main points again and again.

Then he illustrates the strategy of the game with another top player furnishing the opposition. The players trade shots beautifully, with Davidson exploiting every weakness.

Coaches seeking further information on any of the films in this department (prices, discounts, addresses, etc.) should write to: Scholastic Coach, New Films Dept., 220 E. 42 St., New York 17, N. Y.

In addition to the technical instruction, the film also furnishes some helpful hints on equipment and on laying out a court.

A couple of pretty gals play "McCarthy" to Ken's "Bergen," and they certainly don't detract from the film's appeal. A little pup also provides a few amusing moments.

The commentary is just right—not too wordy or obtrusive, but chockful of pertinent information.

This is definitely a four-bell picture. And it's yours (clubs, schools and colleges), free for the asking! For reservations, write any of these sources, mentioning *Scholastic Coach*.

East—General Sportcraft, Ltd., 215 Fourth Ave., New York 3, N. Y.

Mid-West—Victor Surgical Gut Mfg. Co., 1305 W. 45th Place, Chicago, Ill.

Far West—James B. Dick, 717 Olympic Blvd., Los Angeles, Cal.

PLAYTOWN, U.S.A. Produced by The Athletic Institute. 16-mm., sound, color, 25 minutes. Service charge, \$1.50.

THIS fast moving, human interest picture tells the story of what can happen when one individual in a community recognizes the need for a public recreation program and sets out to do something about it.

It presents factual and convincing evidence of what can be done when all local public and voluntary agencies pool their resources to achieve a common recreation objective.

Produced with the cooperation and technical advice of a score of the nation's outstanding professional leaders in recreation, *Playtown, U.S.A.* dramatically emphasizes the harmful effects of a lack of readily accessible public recreation facilities, subtly attacks the juvenile delinquency problem, stresses the need for providing adequate adult recreational opportunities, and shows step-by-step plans for accomplishing a successful recreation-for-all program.

It is a film which will inspire public officials, service clubs, veterans' organizations and fraternal and social groups to promote recreation.

\$1,000 FOR RECREATION. Produced by The Athletic Institute. 16-mm., sound, color, 12 minutes. Service charge, \$1.

A COMPANION piece to *Playtown, U.S.A.*, this film points out to social, service and other voluntary organizations that recreation is a basic human need that is as much a public

MacGregor GoldSmith

Scores Again!

WITH THE "PRE-FORMED POCKET" FIELDER'S GLOVE

Shaped to the hand like a shoe to the last for better feel and better performance. The pre-formed pocket represents a new and advanced method of building permanent pockets into baseball and softball gloves. The pre-formed pocket (patent pending) in this glove is accomplished through the use of specially treated leather, lasted over a newly designed heated metal form. The metal form is designed to the natural cup of the hand and fingers when catching a ball.





EX-COACH WRITES:

"I'm making more money... in work I really enjoy."

Here's how Thomas Funk of Lynchburg, Va., a former coach, feels about his new career as a life insurance salesman:

"After 14 years of coaching, I joined The Mutual Life as a full-time Field Underwriter. I regret that I did not do so sooner, for I have never enjoyed a year's work as much as my first one in the insurance business. I'm already making more money than I did before, and I'm my own boss. But what value most is the satisfaction of providing a needed service in my community."

Many ex-coaches report the same satisfactions Mr. Funk has found... plus a substantial increase in earnings. You can determine your own probability for success in this dignified, well-paying profession, by taking our scientific Aptitude Test. Yes, thirty minutes spent in your own home may qualify you for on-the-job training, with a guaranteed income for two years. Your earnings will be limited solely by your own efforts... and a substantial lifetime retirement income is yours at age 65!

If you feel you are capable of greater earnings, now is the time to find your place in this pleasant and profitable business. Send for the Aptitude Test today.

THE MUTUAL LIFE

INSURANCE COMPANY OF NEW YORK

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Lewis W. Douglas,
President

GENTLEMEN:

Please send me your aptitude test.

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responsibility as education, health and sanitation.

In this film, a citizen representing a small town service club visits Chicago's noted director of recreation, V. K. Brown, to seek advice on how his club can best spend \$1,000 on recreation in their town, a town in which recreation facilities are woefully lacking.

In answer, Mr. Brown offers some sound advice on how service clubs and other community groups can invest wisely in a complete recreation program for their communities.

Accompanying Mr. Brown's advice are colorful scenes depicting interesting phases of outstanding community recreation accomplishments in typical American towns. The film is especially designed for showings to city councils, school boards, park boards and service, fraternal and veterans' organizations.

Both *Playtown, U.S.A.* and *\$1,000 For Recreation* are available to community organizations by the Y.M.C.A. Motion Picture Bureau offices located in New York, Chicago, Dallas and San Francisco. When booked together, the service charge comes to \$2.

Drills for Beginning Swimmers

(Continued from page 18)

Score, 5 points. Cumulative Score, 75 points.

11. Diving Into Deep Water.

(a) Sit on the curb, heels on the rail, arms extended forward, head tucked in between the arms. Slide the buttocks forward and plunge lightly forward on the surface, overhanging back to the starting position.

(b) Repeat the exercise, raising the buttocks off the curb before plunging.

(c) Assume a deep knee-bend position on the curb and plunge as before.

(d) Standing on the curb, one foot a step back of the edge, the other on the edge of the pool, trunk lowered forward, head between the arms, *teeter on the forward leg which must be kept straight*, and lift the backward leg high to teeter the body into the water.

The Test: Repeat from the low board.

Score, 5 points. Cumulative Score, 80 points.

12. Swim 50 Yards Over Deep Water. The pupil may use the overhand stroke, the backstroke, the dogpaddle or the sculling stroke. A combination of several strokes is to be preferred. This must be done without undue exhaustion and the pupil must be encouraged to turn over and rest before finishing in the back position.

Score, 10 points. Cumulative Score, 90 points.

To earn the last 10 points for a perfect score, many devices may be resorted to. The points may be based upon regularity of attendance, disciplinary factors or upon a test or skill peculiar to the home conditions. We commonly award the last 10 points for regularity of attendance, promptness, personal cleanliness and courage in the execution of difficult exercises.

Subsequent exercises 13 to 26: We have covered the bare essentials for beginners in Swimming. From now on we venture into the intermediate department to further familiarize our pupils with the mysteries of crawl, backstroke, breaststroke, sidestroke, underwater swimming, surface diving, treading water, diving, elementary rescues, and, ultimately, a 15-minute swim.

A favorite device of many clubs is the Marathon. A large chart is drawn over a map of Lake Michigan, the English Channel, the Mississippi River or some other body of water and calibrated in miles, quarter furlongs, etc., to outline the distance to be swum in a given period of weeks or months.

The one we are most familiar with is the Lake Michigan Marathon, used by one of the fine country clubs, wherein 60 to 80 beginners are enrolled each summer as soon as they pass their last test. Aided by swim fins, these children swim the 26-mile marathon distance in eight weeks, with the most amazing results.

The Marathon (with swim fins) is recommended, therefore, to teachers in clubs and schools as an effective device for the development of swimmers beyond the beginner level.

This series of exercises was condensed from the standard American Red Cross course in order to produce a feeling of confidence in the water as quickly as possible.

If followed faithfully, it will enable you to escort the pupil through the danger point in learning—the vertical position in deep water—within the limits of one school term of 18 lessons.

Caution: While beginners are receiving instruction, no other individual should be in the water.

**WILTON FOOTBALL
JERSEYS
FOR BOTH
PRACTICE & GAME**

**LOW CUT NECK NO
FATIGUING PRESSURE**

**DOUBLE SHOULDERS
FOR STRENGTH**

**EXTRA
DEEP
ARMPITS
FOR PAD LIFT
AND PASSING
FREEDOM**

**EXTRA BODY LENGTH
NO TAILS OUT**

**THREE THICKNESS
ELBOWS PADDING
AND STRENGTH**

**SNUG FITTING
SHAPED WAIST
TRIM
APPEARANCE**

**SLASH SIDES
EASY IN
EASY OUT**

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Since 1891



EX-COACH WRITES:

"I'm making more money... in work I really enjoy."

Here's how Thomas Funk of Lynchburg, Va., a former coach, feels about his new career as a life insurance salesman:

"After 14 years of coaching, I joined The Mutual Life as a full-time Field Underwriter. I regret that I did not do so sooner, for I have never enjoyed a year's work as much as my first one in the insurance business. I'm already making more money than I did before, and I'm my own boss. But what value most is the satisfaction of providing a needed service in my community."

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Lewis W. Douglas,
President

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Home Address.....

S-20

responsibility as education, health and sanitation.

In this film, a citizen representing a small town service club visits Chicago's noted director of recreation, V. K. Brown, to seek advice on how his club can best spend \$1,000 on recreation in their town, a town in which recreation facilities are woefully lacking.

In answer, Mr. Brown offers some sound advice on how service clubs and other community groups can invest wisely in a complete recreation program for their communities.

Accompanying Mr. Brown's advice are colorful scenes depicting interesting phases of outstanding community recreation accomplishments in typical American towns. The film is especially designed for showings to city councils, school boards, park boards and service, fraternal and veterans' organizations.

Both *Playtown, U.S.A.* and *\$1,000 For Recreation* are available to community organizations by the Y.M.C.A. Motion Picture Bureau offices located in New York, Chicago, Dallas and San Francisco. When booked together, the service charge comes to \$2.

Drills for Beginning Swimmers

(Continued from page 18)

Score, 5 points. Cumulative Score, 75 points.

11. Diving Into Deep Water.

(a) Sit on the curb, heels on the rail, arms extended forward, head tucked in between the arms. Slide the buttocks forward and plunge lightly forward on the surface, overhanging back to the starting position.

(b) Repeat the exercise, raising the buttocks off the curb before plunging.

(c) Assume a deep knee-bend position on the curb and plunge as before.

(d) Standing on the curb, one foot a step back of the edge, the other on the edge of the pool, trunk lowered forward, head between the arms, *teeter on the forward leg which must be kept straight*, and lift the backward leg high to teeter the body into the water.

The Test: Repeat from the low board.

Score, 5 points. Cumulative Score, 80 points.

12. Swim 50 Yards Over Deep Water. The pupil may use the overhand stroke, the backstroke, the dogpaddle or the sculling stroke. A combination of several strokes is to be preferred. This must be done without undue exhaustion and the pupil must be encouraged to turn over and rest before finishing in the back position.

Score, 10 points. Cumulative Score, 90 points.

To earn the last 10 points for a perfect score, many devices may be resorted to. The points may be based upon regularity of attendance, disciplinary factors or upon a test or skill peculiar to the home conditions. We commonly award the last 10 points for regularity of attendance, promptness, personal cleanliness and courage in the execution of difficult exercises.

Subsequent exercises 13 to 26: We have covered the bare essentials for beginners in Swimming. From now on we venture into the intermediate department to further familiarize our pupils with the mysteries of crawl, backstroke, breaststroke, sidestroke, underwater swimming, surface diving, treading water, diving, elementary rescues, and, ultimately, a 15-minute swim.

A favorite device of many clubs is the Marathon. A large chart is drawn over a map of Lake Michigan, the English Channel, the Mississippi River or some other body of water and calibrated in miles, quarter furlongs, etc., to outline the distance to be swum in a given period of weeks or months.

The one we are most familiar with is the Lake Michigan Marathon, used by one of the fine country clubs, wherein 60 to 80 beginners are enrolled each summer as soon as they pass their last test. Aided by swim fins, these children swim the 26-mile marathon distance in eight weeks, with the most amazing results.

The Marathon (with swim fins) is recommended, therefore, to teachers in clubs and schools as an effective device for the development of swimmers beyond the beginner level.

This series of exercises was condensed from the standard American Red Cross course in order to produce a feeling of confidence in the water as quickly as possible.

If followed faithfully, it will enable you to escort the pupil through the danger point in learning—the vertical position in deep water—within the limits of one school term of 18 lessons.

Caution: While beginners are receiving instruction, no other individual should be in the water.

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Since 1891



by WILLIAM THOMPSON

TIPS on TRACK



How to dress up the meet—
Little things in coaching

AFTER traversing a rugged road during the war, track is once again on smooth ground and heading rapidly for a top-most place in scholastic athletics.

Two questions arise: Why is track coming back? and how? The answer, "It's all part of the post-war boom in sports," is not enough. Credit must also go to the keen competitive spirit our servicemen brought back with them.

One of the chief contributors to this whetted competitive appetite is Capt. Tom Hamilton, Navy football coach, who originated and planned the Naval Aviation physical fitness program.

Through extensive surveys, he found that track was second only to football as an all-around conditioner and developer of competitive spirit. The boys who had the privilege of attending the pre-flight schools came out of them in the best condition of their lives.

Aside from the organized football and basketball games, the crowning point of station, base or post athletic interest was the track and field meet. In the pre-flight schools, every one of the 2,000 or more cadets was compelled to participate in the regimental track meet every month. It was really inspiring to see those boys compete.

In most of our schools, unfortunately, track is a "parasite" sport. That is, it lives off the profits gleaned by football and basketball. Yet track can be made self-supporting. What it needs is enthusiastic,

imaginative coaches and administrators.

The meets have to be dressed up, much in the manner of football. The school band can add zest and vigor to the affair. While cheerleaders are not exactly essential, their presence also helps. Nice flashy uniforms always appeal to the public.

The most propitious time to hold the meet is in the evening under lights. The boys perform better and the meet attracts a lot of working people who cannot attend during the day. Track meets should always be held at a time the most fans can attend.

HOLD ALL EVENTS ON FIELD

Dressing up your meet also implies holding all events on the field in full view of the grandstands. This may be difficult for events such as the javelin, but wherever possible every event should be visible to the spectators.

One word of caution: Keep all unnecessary people off the field and in the stands. Where this isn't done, chaos inevitably ensues, putting the fans in the stands at a disadvantage. Many of them will leave feeling disgruntled, and won't come back.

One of the loudest gripes against track meets is that the field events are too far away, militating against a close check on their progress. Some folks compare track meets to three-ring circuses.

The answer to this is the public address system. Where the announcer is furnished with correct

up-to-the-minute information, the p.a. proves invaluable.

Take the pole vault, for instance. The average person in the stands can seldom distinguish the various heights. He can't tell whether the vaulters are on 9 or on 11 feet.

The p.a. solves this problem. It is the best way to reach the fans. It is a must. When the announcer is not busy, popular recordings may be wafted to the public.

At the same time, the p.a. manipulator should be cautioned against playing any music while the distance men are running. Too many boys have had their strides ruined by musical interference.

It will take time to put these innovations into effect, and more time will be needed to assure and insure the sports fans of getting their money's worth. A well-officiated, well-presented track meet will afford the best of entertainment.

So much for promotion. Now for a few tips on coaching. To the average lad, track represents a lot of work and little gain. One victory is all the spur he needs. If you can have him win just one race, it will serve as an incentive and will keep him going until he satisfies himself he can do it again.

Perhaps the best time for this fillip is the early spring. At this time you can hold the annual class meets, the freshman-sophomore duels or the junior varsity meets. Another good spur is a gym class meet.

Try to get as many boys winning as possible, even if you have to hold back your lettermen. However, too
(Continued on page 50)

A former high school track coach, William Thompson is now a public relations officer in the Navy.



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All-elastic throughout, it has a 6-inch all-elastic waistband . . . the woven all-elastic pouch is deep, roomy and comfortable and is in one piece 6 inches wide . . . all elastic leg straps are $1\frac{1}{4}$ inches wide. Sizes are: small (26" to 32" waist), medium (32" to 38" waist) and large (38" to 44" waist).

Although production is still somewhat limited, due to material shortages, it is increasing day by day. So it will pay you to ask your athletic goods supplier now for Bike No. 86 Supporter.



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For coaches, athletic directors, trainers, etc.—the monthly "Sports Trail" containing interesting and timely sports news, edited by Arch Ward, Sports Editor, Chicago Tribune. Just drop a line to Department L7-2 and we'll see that it's sent to you each month free.



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Famous Athletic Coaches praise the demonstrated virtues of ACE Bandages. They find these popular bandages excellent for controlling sprains, charley horse, weak knees and ankles.

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Remember the compression support on ACE Bandages can be adjusted as required, by the tension of the wrapping . . . assuring you of a snug, firm pressure without the discomfort of binding. . . . Keep your team protected with the "Ace Treatment."

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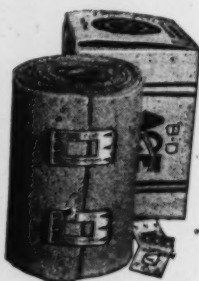
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National Federation Annual Meeting

reported by H. V. PORTER

REPRESENTATIVES of 39 of the 44 member state high school athletic associations attended the annual National Federation meeting in St. Petersburg, Fla., where they heard an impressive array of speakers thoroughly air the problems connected with the administration of high school athletics.

The speakers included many of the state executive officers and board of control members, in addition to Dr. Thurston Davies, president of Colorado College, and Miss Alice Schriver, past-president of the Women's Division of the American Association of Health, Physical Education and Recreation.

Dr. Davies outlined some of the problems which are common to the high schools and colleges, and some of the possible ways in which the two groups might cooperate for continued improvement of school athletic activities. He also gave a brief report on the activities of the N.C.A.A., whose meeting preceded that of the Federation.

Miss Schriver outlined the viewpoint of the directors of girls' athletic activities and suggested a closer alliance between that group and the National Federation.

Partly as a result of the suggestions broached in these two addresses, the groundwork was laid for closer cooperation between the related groups. Conferences between officers of the National Federation and the N.C.A.A., and between the National Federation and the Women's Athletic Division have already been arranged and it is expected that good results will come from these cooperative efforts.

TOPICS OF DISCUSSION

Among the topics included in the discussions, which followed interesting presentations by the various state and national high school officers, were the following:

1. Expanded state association services.
2. Policies and practices in connection with state and national athletic publications.
3. Expansion of the summer program to include interscholastic competition while school is not in session.
4. Developments in athletic accident benefit coverage.
5. Board of control policies and practices.
6. Values of strict adherence to sanction regulations.

7. Devices being used to facilitate tournament administration.

8. Methods of financing the state associations.

9. Values in the contacts established by the quarter of a million publications distributed through the state and national organizations.

10. Visual aids.

11. All-star and post-season problems.

CONCRETE ACTIONS

Following are a few of the many concrete actions taken as a result of the discussions during the series of meetings.

The application for membership in the Federation by the South Carolina High School League was unanimously accepted, and South Carolina thus becomes the 44th member state.

A plan to provide affiliated (non-voting) membership for certain territories and neighboring provinces was approved. At present, the province of New Brunswick, Canada, is an allied member which has been active in Federation activities.

The New Brunswick Interscholastic Athletic Association possesses a type of organization quite similar to that of the state high school associations, and the exchange of ideas and the tendency to cooperate in matters of common interest have proved to be of value to all member state associations.

A similar type of allied membership is being considered by other Canadian provinces. In addition, the high schools of Alaska are considering a type organization which will make them eligible for allied membership. The high schools of the District of Columbia have also opened negotiations for possible alliance which would permit more direct contacts with all the other groups doing a similar type of work.

The group adopted a resolution urging repeal of the federal admissions tax for high school activities. In this connection, the Federation will cooperate with other groups, such as the American Association of Health, Physical Education and Recreation and the National Principals' Association, in an effort to show that this tax is detrimental to the program of wide expansion envisioned by those responsible for the high school activity program.

A sub-committee presented a statement concerning fundamental athletic

(Continued on page 57)

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for scrimmage or stadium



Plays dry in wet weather. All the "feel" of the conventional cover, yet it wears three times longer.



Same size, weight and shape as balls adopted as official.



PERMA-HIDE is the Pennsylvania name of a new, one piece molded cover for athletic balls perfected by Pennsylvania.

THE GREATEST IMPROVEMENT SINCE VALVE INFLATION

Toss this ball and a conventional ball to a couple of your best boys. Tell them to throw a few passes, kick a few long punts, place-kick a couple for accuracy. Here's what you'll find.

This great new type football has the same "feel", is just as accurate and as perfectly balanced as the ball you're using. They're both the

same weight, shape and size. But this ball won't get soggy, logy or heavy in wet weather. That makes it better for practice or actual play.

In spite of the fact it costs less... it wears three times longer. That's a big help to your budget. The next time you're ready to buy... better specify Pennsylvania.

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That Home on Range

by J. L. Murphy, Jr.

This is the second of two articles on the construction of a rifle range by J. L. Murphy, Jr., of the Range Planning Section of the National Rifle Association. In his first installment last month, the author covered safety, room required, bullet stops, bullet deflecting plates, and lighting.

RANGE illumination should be carefully checked with a light meter which can be borrowed from a local electric power company. The advice of their engineers, who are familiar with lighting equipment and problems, will also be valuable.

In addition to carefully planned lighting, it is particularly important to paint or cover the range with a composition material of the correct color. The color of the backstop should be a light tan or buff similar to that of the tag board on which the targets are lithographed.

The walls can be painted the same color or, if preferred, a light gray or green. On the floor a neutral gray or dark tan is satisfactory. Flat paint should be used throughout to properly diffuse the light and eliminate troublesome reflections.

Firing point equipment. Shooting pads are necessary for rifle shooting in the prone, sitting and kneeling positions. Separate mats, of roll felt padding not more than 1 in. thick, are recommended for each firing point. Each shooting mat should be furnished with two washable covers.

Racks or hooks for the mats are desirable so that they can be hung up out of the way when the range is used for pistol shooting or off-hand rifle shooting.

Rifle rests can be installed to

keep the rifles off the floor while the shooter is resting or getting into his shooting position. For the handgun shooting and off-hand rifle shooting, a bench or shelf, 3 ft. 4 in. to 3 ft. 8 in. high, on which the shooter can lay his weapon, ammunition, targets, etc., is essential. This shelf should be wide enough (1 ft. to 1 ft. 3 in.) to accommodate

a spotting scope stand and should be high enough to permit shooting under it in the kneeling or sitting position.

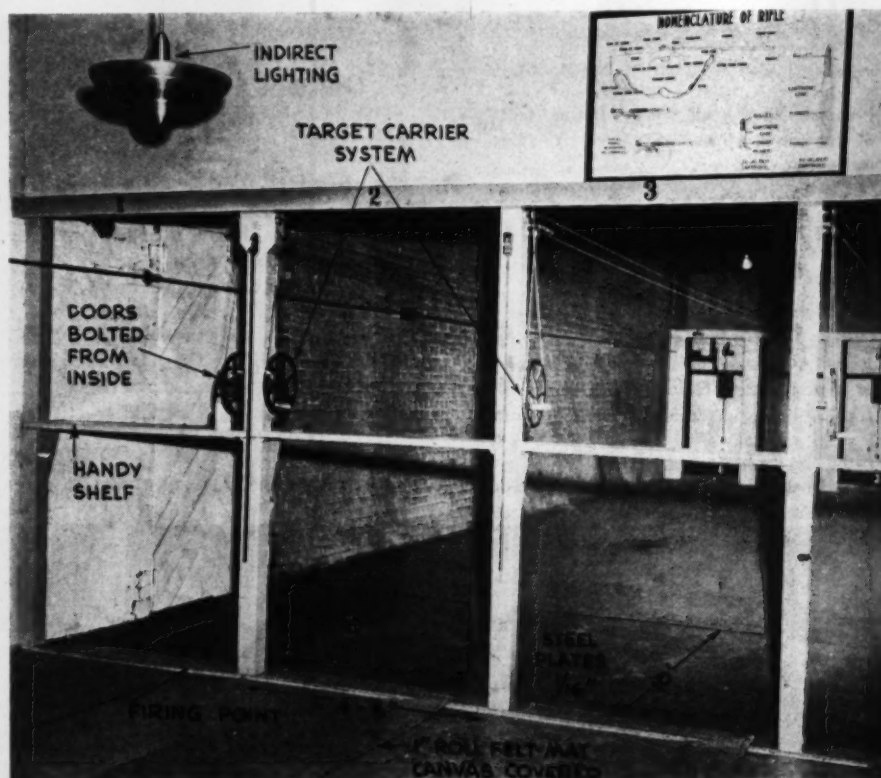
A 1 in. or 1½ in. railing should be provided to keep equipment from falling off the shelf. Target holders of wood, masonite, or wire help keep this firing line shelf cleared and thus safer. Trash receptacles should be furnished for old targets, used cartridge cases, etc., with a special box for live cartridges with defective primers so that they can be disposed of safely.

Coat racks are necessary, and, if space is available, lockers for club members' equipment. Cabinets that can be locked for storage of targets and other supplies, are a great convenience and add to the businesslike atmosphere of the range. They also give the range officers control over the use of such supplies.

Gun racks and scoring desks are desirable. A combination gun rack and scoring desk is easily constructed and works very satisfactorily. (See illustration.)

A railing behind the firing line is a worthwhile safety measure to keep spectators from getting too close to the shooters. If there is sufficient space, benches for spectators can be placed behind this railing.

Target-carrier system. Target-carrier systems for permanent ranges make range operation much safer and more convenient. The device runs the targets back and forth between the firing line and the



View of the firing line on a modern rifle range.

From finest
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The **Quality Control** that creates the perfection of Armour Strings begins with the choice of lambs. *Only* lambs grown on finest rangeland contain the top-quality gut needed to produce top-quality strings. Armour Buyers separate these lambs into groups, according to grade, and the finest lambs Armour receives produce the gut for Armour Strings.

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back-stop, eliminating the necessity of anyone going in front of the firing line at any time.

The use of carriers also permits continuous firing. There is no need to halt firing to change targets.

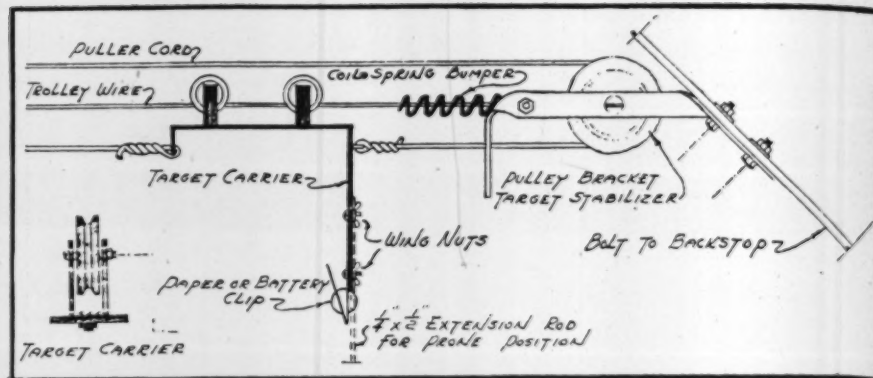
With a little ingenuity, a simple carrier system can be constructed of stock pulleys, steel straps, wire and cord. Simple, sturdy equipment is preferred. Heavy galvanized wire should be used to support the target trolley. Provision should be made for tightening the guide wire by an adjustable eye bolt or turn-buckle. Smooth cord with a minimum of stretch, such as tiller cord, should be used for moving the trolley back and forth.

Guides on the back-stop end of the carrier track are necessary to keep the target from swinging when it reaches the back-stop. (See drawings on target carriers.)

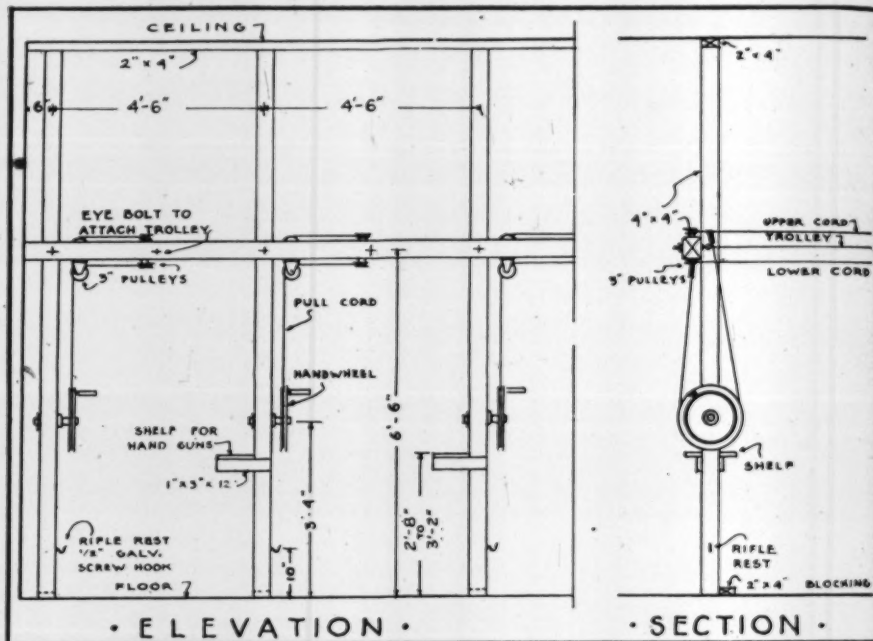
On small-bore rifle ranges the carrier should provide for targets at two heights—one for the standing position, about 5 ft. 3 in. high, and the other for the prone, sitting and kneeling positions—about 1 ft. 6 in. high. This is usually accomplished by a detachable extension rod to lower the target.

More elaborate and permanent target carriers can be purchased from commercial manufacturers. One specialist in this field offers a reasonably priced hand-operated carrier with ball bearing trolley and pulleys. Another offers an electrically operated target carrier.

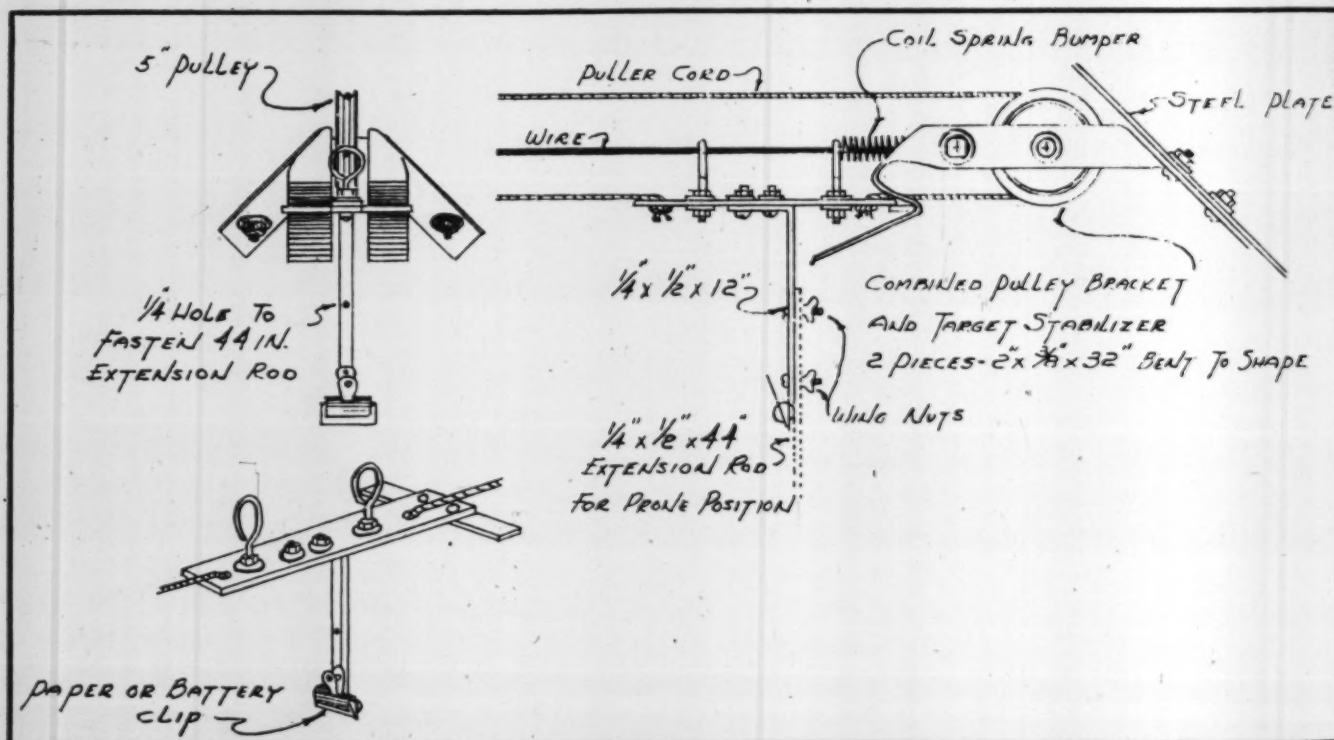
(Concluded on page 36)



Detailed blueprint for the target carrier system.



Firing line details for the permanent type range.



Details of the target carrier system for a permanent type indoor range.



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Interesting individual leaflets—one for boys and one for girls—provide helpful grooming pointers, and contain daily check lists for inventory of personal habits.

In addition, there are colorful wall charts on grooming for school and job, Dental Health, Muscle Structure, and Skin Structure. Send now for those units suitable for your groups! Just fill out and mail the coupon.



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Grades Taught _____ Number of Classes Taught _____

Subject Taught _____ No. of students in *one* class: Girls _____ Boys _____

(Continued from page 34)

It is neither feasible nor economical to install target carriers on non-fixed ranges. However, since this type of range usually has only a few firing points, its operation should not be too seriously handicapped by the lack of a target-carrier system.

Ventilation and heating. Since it is mandatory to cover all doors and windows between the firing line and target, the natural ventilation of the indoor range is quite often impaired. If the range does not have good natural ventilation, it will be necessary to exhaust the air outward by an electric fan through installed ducts, or existing doors or windows.

The most satisfactory and efficient method of exhausting foul air is to run a duct, with numerous intake openings, across the range just in front of the firing line, thus taking out objectionable air at its source. The suction fan should be powerful enough to effect a complete change of air every 20 or 30 minutes.

If the ventilating duct system tends to convey the noise of firing to other rooms, the duct should be lined with a highly sound absorbent material that prevents the travel of sound waves.

Unheated ranges in cold weather are not comfortable or conducive to accurate marksmanship. Adequate heating facilities should be installed to keep the firing point and lounging space at a comfortable temperature.

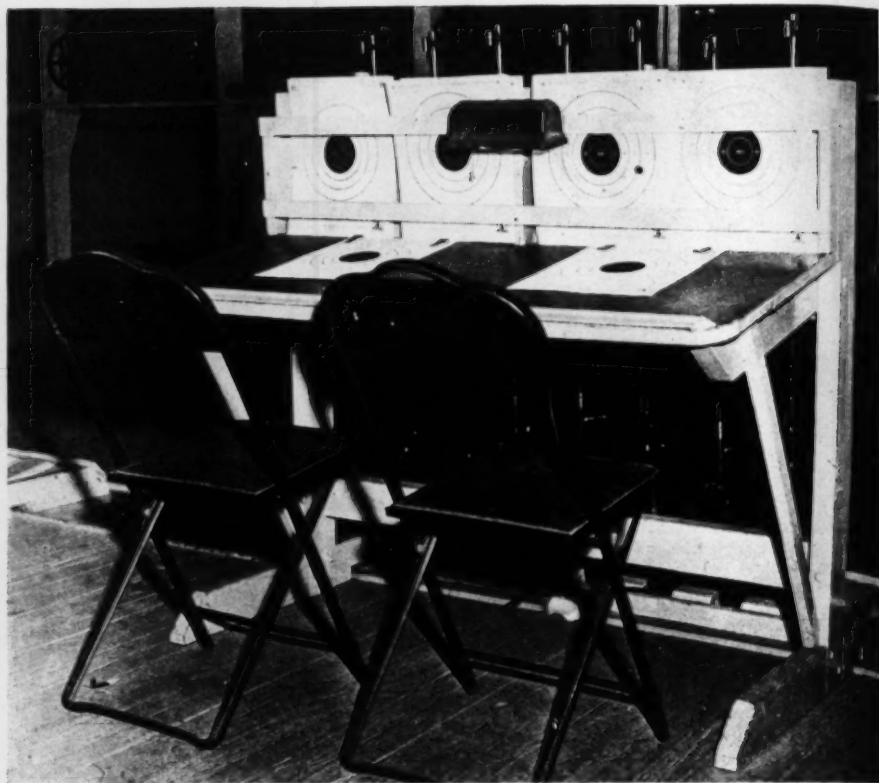
Where the expense of heating the whole range is prohibitive, the space back of the firing point can be separated from the space in front by a full-height partition. In this partition portholes should be provided through which to shoot in the various positions. Thus only a small space need be heated.

Detailed requirements for the heating and ventilating equipment can best be worked out with a heating and ventilating engineer.

Sound quieting treatment. The loud noise of a gun report may not be especially annoying outdoors, since there are few reflecting surfaces to confine the sound energy. However, it may be very annoying and even painful indoors, as the sound waves are reflected many times by the walls, floor and ceiling.

Ordinarily building materials, such as wood, brick, concrete, glass, plaster, etc. absorb only 1% to 3% of the sound energy at each impact of the wave, and reflect 97% to 99%. Thus sound waves are reflected back and forth many times before they become inaudible.

A golf ball thrown at a concrete



A model combination scoring table and rifle rack.

wall loses little energy and rebounds vigorously, but if thrown at a mattress, much of its energy is absorbed and it rebounds weakly. A sound wave acts in similar fashion. It loses little energy on striking a hard nonporous material, but loses a great deal on striking a porous, sound absorbing material.

By covering the walls and ceiling around the firing point at the source of noise with a highly efficient sound absorbing material, sound waves are quickly damped out. Acoustic materials absorb from 50% to 95% of the sound which strikes them, as against the 1% to 3% of ordinary building materials.

The most efficient results in lowering the noise nuisance can be obtained by covering the walls and ceiling of the entire range with a sound absorbing material. However, it is neither necessary nor economical to do this since very excellent results can be obtained by installing acoustical material on the walls and ceiling behind the firing line and for a distance of 15 ft. to 20 ft. in front of the firing line toward the targets.

The most efficient material obtainable should be installed in this area and on baffles between firing points if these are used. A slightly less efficient material can be used on the remainder of the area. Not only

will quieting treatment reduce the annoyance from noise, in the range itself, but also in adjacent rooms, as it muffles the sound at the source and helps prevent it spreading.

Since the movable range usually consists of only a few firing points, the problem of noise is not too acute.

The cost. It is not practical to give any standard expense data on indoor ranges. There are too many variables. The cost depends on local prices for material and labor and the elaborateness with which the range is constructed. In many cases the ingenuity and handiness of the students in the manual training shops have helped to produce an indoor range for a surprisingly small sum.

Conclusion. Although the school rifle range is a specialized facility, consider the relatively small space required and the small expense of the construction as compared with the "play field" facilities for other interscholastic sports. Football, baseball, basketball, track, swimming—all these sports require far more expensive and specialized space. Yet the average junior rifle club will contain more active participants than any of these other activities, with the possible exception of football.

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APRIL	"Tobacco, Alcohol, Drugs"
MAY	"Hygiene of Special Organs"
JUNE	"Mental Hygiene"

by DR. HENRY F. DONN

THE high school boy has many time-consuming, strain-producing activities in his pattern of daily living.

Going to school, making reasonable progress in his studies, participating in extracurricular clubs, playing on varsity or intramural athletic teams, are but a few of his activities.

He is blossoming out into a new social life which includes girl friends, parties, and other social activities. In addition, he is often required to supplement the family income by working after school.

All this, coupled with the physiological demands of growth, place the average high school boy in one of the most fatigue-producing, rest-demanding periods of his life.

While some adults, in selecting and pursuing normal life activities, can fall back on a sense of values and a basic philosophy of life, few, if any, high school boys are capable of exercising such discrimination.

Everything is important in the high school boy's life. He may not possess the physical wherewithal to enjoy this fullness of life, but his zest for living and enthusiasm more than make up for it. Tension, strain, the necessity of rest and an adequate amount of sleep mean little or nothing to him.

The high school boy must decide for himself which things are important and which are not. After such decision is made, he must allocate his time accordingly.

This unit should indicate to him the importance of adequate sleep and sufficient rest in his pattern of daily living.

Sleep, rest and fatigue are considered jointly in the preparation of the unit objectives. No effort is made to list these objectives in the order of their importance.

This is the fifth of a series of articles on the constituents of a personal hygiene course for high school boys, by Dr. Henry F. Donn, physical education instructor and basketball coach at Weequahic High School, Newark, N. J.

HABITS

1. Adhere to a daily schedule.
2. Rise refreshed from sufficient sleep each morning.
3. Wear proper bed clothing.
4. Avoid too strenuous or too exciting an activity before bed time.
5. Attend social affairs only on evenings not followed by a school day.
6. Have a hobby or other recreational pursuit to provide diversified activity.
7. Be able to recognize signs of excess fatigue.
8. Avoid playing and exercising to the point of exhaustion.
9. Practice daily body relaxation.
10. Do not take sleeping pills unless advised by a competent physician.

ATTITUDES

1. Plan your way of living as to avoid excessive fatigue.
2. Prefer regular hours of sleep and rest.
3. Desire hygienic sleeping conditions.
4. Appreciate the necessity of conserving energy to take care of life activities without undue strain.
5. Be interested in developing a leisure time activity.
6. Realize the dangers involved in taking sleeping pills without the advice of a physician.

KNOWLEDGES

1. Know the meaning and causes of fatigue.
2. Know the need for adequate rest and sleep in the daily plan of healthful living.

3. Understand the conditions that favor optimum sleep.

4. Understand the new words presented in this unit.

The content material of this unit includes:

FATIGUE

1. Prolonged contraction of a muscle results in fatigue.

2. Physiologically, fatigue implies an accumulation of waste substances which act as poisons and induce a loss of nutrient material.

3. In cases of extreme fatigue resulting from prolonged overwork, the fatigue poisons circulate in the blood and lessen the irritability of the muscle tissue so that it fails to respond to stimuli.

4. The sense of fatigue is complex and is often associated with such mental states as lack of interest, lack of will power, laziness.

Nerve fatigue is induced by both mental and muscular work.

6. The onset of fatigue is favored by poor health and mental conflict of any kind, such as regrets, fears and worries.

7. Conscious effort to keep attentive induces fatigue more readily than when such effort is not necessary.

8. Work done under compulsion or from a sense of duty results in fatigue more readily than when interest is the driving motive.

9. Constant irritation such as eye-strain, abnormal condition of the feet, poor posture, chronic constipation and any bodily or mental discomfort induces fatigue.

10. Indications of fatigue are:

- (a) Loss of efficiency,
- (b) Lessening of capacity to work,
- (c) Lessening of capacity for sustained work,
- (d) Inability to concentrate attention,
- (e) Errors in work,
- (f) Lack of desire to work,
- (g) Restlessness,
- (h) Feeling of weariness and depression,
- (i) Worn-out appearance.

11. Teen-age activities which afford fatigue hazards:

- (a) Play activities greatly prolonged without adequate breaks for rest.
- (b) Play activities continued late at night.
- (c) Over-strenuous activities for certain types of boys; malnourished, nervous or convalescent.
- (d) Inadequate rest following play.

12. Fatigue is felt early in the lower back and feet.

(Continued on page 41)

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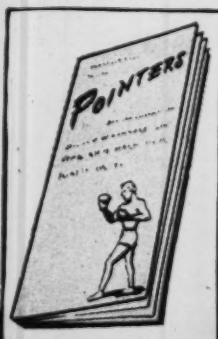
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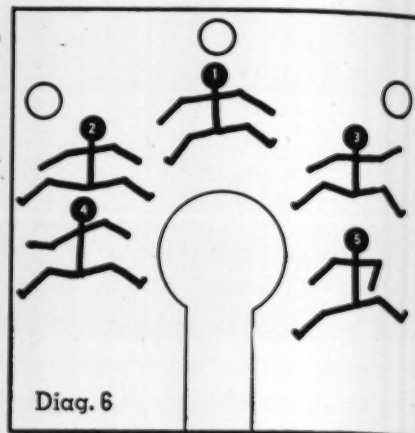


Shifts in the Zone

(Continued from page 16)

the zone as powerful and as effective as possible.

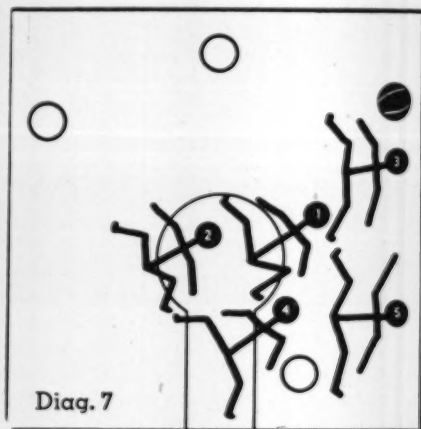
The zone, while a powerful defensive weapon, works best when employed as a supplement to the man-to-man. Different coaches have different reasons for using the zone.



Diag. 6

Several of the more common reasons are:

1. When playing on a narrow court.
2. When the opponents are scoring freely on the man-to-man.
3. When the personnel is poorly suited to man-to-man. A small team, for instance, may find the zone the only effective means of checking a bigger opponent, since



Diag. 7

it enables them to mass strength under the defensive board.

Then, again, a team with one or more awkward tall men may find the man-to-man a liability. In the zone, this awkwardness isn't likely to be exploited as easily.

The zone is also invaluable as an offensive weapon. With two men always up front and three men back for the rebounds, it offers an ideal set-up for the fast break.

Too many coaches forget all about the principles of man-to-man when taking up the zone. This is a mis-

(Concluded on page 60)

Hygiene Course

(Continued from page 38)

13. Muscular fatigue from physical activity is first recognized as a sensation of uncomfortableness.

14. Eating sugar in some form definitely helps athletes recover from fatigue.

15. A condition of chronic fatigue is dangerous.

16. Nervous fatigue is reflected in appearance as well as in loss of efficiency.

17. Overfatigue is one of the major contributing causes of tuberculosis.

18. The nerves tire more easily and often than any other tissue.

19. The following may aid in the prevention of fatigue:

- (a) Good circulation; to bring nutrients to the fatigued body part and take away from it the waste products. Any action that will increase circulation will aid in overcoming fatigue. Massage, heat, warm baths, etc., are beneficial in overcoming fatigue.
- (b) Deep breathing, preferably in fresh outdoor air aids in obtaining increased oxygen for the body processes.
- (c) Frequent, short rest periods.
- (d) A rhythm in work and play. Good rhythm allows the muscle time for contraction and time for relaxation.

REST

1. Rest is repair and not a matter of doing absolutely nothing.

2. It is more effective to rest often than wait until complete exhaustion. Rest and repair require energy.

3. Rest is important in helping the heart (a muscle) to build reserve power.

4. It is important to learn as soon as you can just how much rest you need to be at your best.

5. Rest may be obtained in the following forms:

- (a) Relaxation—most complete when lying down. Short periods of relaxation during and at the close of the day's work are helpful in restoring physical and mental balance.
- (b) Change of activity.
- (c) Play and recreation.
- (d) Sleep.

SLEEP

1. Little is scientifically known about the nature of sleep.

2. The amount of sleep required



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for healthy living varies not only with the individual but with the same individual at different times.

3. No satisfactory substitute for sleep has been found.

4. Every growing boy should secure sufficient rest and sleep for his particular needs.

5. Nine hours is suggested as the minimum sleep requirement for a 14 to 15 year old boy.

6. Loss of sleep and the resulting fatigue is definitely known to handicap growth in size and strength.

7. Physical fatigue tends to sleep; nervous fatigue does not.

8. Feats of endurance without sleep are usually paid for after-

wards by an overstrained or poisoned condition of the whole body.

9. When sleep and rest do not refresh, even though adequate in amount, medical advice should be sought.

10. The way to help sleep come quickly is to go to bed before getting extremely tired, becoming nervously exhausted or overexcited.

11. A short, brisk walk before going to bed may help a person get to sleep easier.

12. The bed should be level and firm, not sagging.

13. Any position that is comfortable and in which the body can relax will induce sleep.

14. It is better to sleep too lightly covered than too heavily.

15. Sleeping with someone makes restful sleep more difficult.

16. A dull evening (mentally) ending with a walk to tire your muscles, is a good preparation for sleeping.

17. Bedroom temperatures should be preferably on the cool side.

18. Sleeping pills should be used only on a doctor's prescription.

19. Quietness, darkness, warmth, fresh air, comfortable covers, fresh sheets, a room orderly and attractive enough to give us a sense of pleasure as we turn out the light—all these, when possible of achievement, make sleep inviting.

20. There is no definite scientific explanation of dreaming.

21. Sleep is essential to preserve good health and to repair the tired muscles and frayed nerves resulting from the mental and physical strain of everyday living.

VOCABULARY

1. *Sleep* . . . a state or period of complete or partial unconsciousness, normal and periodic in man and the higher animals.

2. *Rest* . . . to cease from action, motion, or operation of any kind.

3. *Fatigue* . . . to weary, tire out, exhaustion of strength by toil.

4. *Dormant* . . . being in a state of, or resembling, sleep.

5. *Hibernate* . . . to pass the winter in a dormant condition.

6. *Insomnia* . . . inability to sleep.

7. *Snore* . . . to breathe with a harsh, rough noise in sleep.

8. *Hypnotic* . . . an agent causing sleep.

9. *Somnambulism* . . . sleep-walking.

10. *Somniloquism* . . . sleep-talking.

11. *Somnolence* . . . the condition of drowsiness

12. *Encephalitis* . . . sleeping sickness.

13. *Hypnosomnia* . . . too little sleep.

14. *Hypersomnia* . . . too much sleep.

15. *Hypnosis* . . . the condition of abnormal sleep.

16. *"Twilight Sleep"* . . . a drug-induced sleep used in painless childbirth.

17. *"Frozen Sleep"* . . . sedative-induced sleep during which body temperature is reduced to as low as 89 degrees by ice packing. It is a method used in the treatment of cancer.

18. *Dyssomnia* . . . sleep that does not satisfy.



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ACTIVITIES

1. It is recommended that before the content material is presented to the class, each boy prepare in class a schedule of a typical week's activity.

The schedule should be divided into 24-hour sections and the activities listed for each section. If the time consumed for the activity requires it, the hour space may be subdivided or several hour-spaces may be combined.

The teacher should promote discussion on what the class thinks is important in the life of a normal high school boy. These life activities should be listed in the order of their importance.

Considering the relative importance of the life activities as a guide, have the class plan with the teacher,

Gymnastics

(Continued from page 11)

3. Jump high grasping two ropes, raise knees parallel to floor and hold for five seconds. Drop to mat as in No. 1.

4. Grasp two ropes shoulder high, jump and do invert squat. Hold a few seconds, return same way you turned to get into squat position.

5. Grasp two ropes shoulder high, turn over backwards, lowering legs and body as far as possible, then drop down and dismount.

6. Repeat No. 4, then push legs up against inside of ropes to invert hang, keep head back, toes pointed, with outer edge of feet against ropes, slight arch to body. Hold three seconds, return to squat, then dismount as in No. 4.

7. Climb up one rope hand-over-hand using feet, reach over and climb down nearest rope, using hand-under-hand movements, in steps of both feet against rope.

8. Jump up grasping both ropes high, pull up and chin five times.

Intermediate Exercises

1. Climb halfway up one rope, transfer to other rope, climb to top of rope, transfer to first rope, descend halfway down and transfer to other rope down for dismount.

2. Grasp two ropes shoulder high, jump up and do invert hang with feet against insides of rope, then bring feet together and hold position three seconds. Circle over and dismount, with bend at waist.

3. Run forward with two ropes, jump high and grasp each rope at same time pull up to bent arm

(Continued on page 44)

a typical day's time schedule. The recommended daily plan should make adequate provision for proper eating, care of personal cleanliness and toilet habits, outdoor physical exercise, adequate rest, sufficient sleep, recreational pursuits, and ample provision for the doing of school homework.

Each boy should then compare his own daily time schedule with that recommended by the class, and note discrepancies and suggestions for improvement. The teacher should go over each boy's schedule and offer helpful suggestions.

2. Have a committee report on local government efforts to promote

healthful conditions for sleep.

3. Have a committee report on what provisions are made in the rules of strenuous athletic games for periods of rest.

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hang. Raise knees and hold them parallel to floor for three swings. Dismount at end of third swing.

4. Climb rope against time, using hands and feet. Dismount hand-under-hand.

5. Grasp two ropes shoulder high, back circle, bending at waist but keeping legs straight. Go as far as possible, then return.

6. Race a boy of equal speed.

7. Run forward with one rope, then reach high pulling up to bent arm hang. At end of swing do half left turn and run across mat on back swing and pull up, then turn and do another half turn. Repeat about six times but dismount at the end of back swing, dropping to mat in squat on toes.

8. Climb up one rope as far as possible using just hands. Return down rope one hand under other.

Advanced Exercises

1. Grasp both ropes head high, pull up to a bent arm hang, then hold this position as you move legs rapidly as if riding a bicycle. After about fifteen movements of feet and legs, drop down between ropes for dismount.

2. Grasp two ropes about chest high and execute forward circle. Jumping high and bending body well at waist, facilitates this exercise.

3. Jump and grasp two ropes as high as possible, with arms in straight hang position, bend at waist keeping legs straight, raise legs parallel to floor, lower and repeat five times if possible.

4. Repeat long swings with half turns as in No. 7 of intermediate exercises but swing for height. Dismount at end of back swing from a bent arm position.

5. Climb up one rope using hands only, transfer to next rope and return down using only hand-under-hand.

6. Grasp two ropes in high position; try climbing both ropes at same time moving one hand at a time. Dismount by returning down one rope, hand-under-hand, feet against rope.

7. Walk backwards with two ropes, then run forward grasping ropes high as possible, pulling up to bent arm hang. Hold this position to end of back swing, then straighten arms by lowering body. On forward swing run on mat and pull up as before. Repeat six times, dismount end of backswing.

8. Race boy of like ability up ropes, both using hands only. Return down ropes, hand-under-hand with or without use of feet.

PARALLEL BARS

Elementary Exercises

In the beginning stages, keep the bars just chest high.

1. Walk between bars to center, jump up to a straight arm support. Swing forward and backward several times (swing legs from hips, don't keep body rigid). At end of back swing, drop down between bars (dismount).

2. Repeat No. 1, but on third forward swing, execute side riding seat right on right bar. Dismount right, grasping right bar with left hand, and land in squat, right arm raised out to side.

3. Repeat No. 1, but on third forward swing, execute rear vault right. Also, do rear vault left.

4. Repeat No. 1, but execute a front vault over right bar. Repeat over left bar.

5. From ends of bars, jump to cross-riding seat; continue series of cross-riding seats to end of bars. Drop down between bars.

6. From straight-arm support at end of bars, travel length of bars, using first one hand forward, then other. Try to finish travel without stopping. (Move hands short distance each time.)

7. Walk to center of bars, jump up to a straight-arm support, do five dips.

8. Jump to a side-riding seat on right bar, execute quarter turn left, grasp near bar with both hands, do chest stand on far bar. Dismount over bar by bending at waist and hooking elbows around bar.

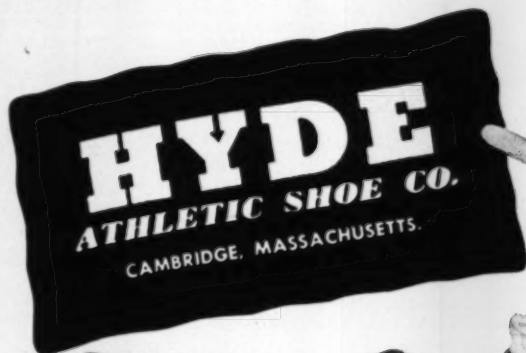
Intermediate Exercises

1. Jump to straight-arm support at end of bars, travel length of bars on hands at same time move feet as if riding a bicycle.

2. Jump to straddle-seat end of bars, do another straddle seat forward to center of bars, then scissors off right bar by putting left leg over the right bar as you swing forward, then cutting right hand off as left comes back along bar; at same time let right leg at end of back swing go up over right bar; left hand is changed to right bar and you thus dismount.

3. Perform two straddle seats forward from end of bars, then turn body quarter turn left to a front stride position over both bars. Change grip on left bar to an under-hand grip, and thus vault over both bars with quarter turn left dismount.

4. Execute two straddle seats from end of bars, raise legs forward and down between bars and do several swings. On third swing, do rear vault with quarter turn left, grasp



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ing both bars at finish of dismount.

5. Grasp bars at end, jump up raising both feet together, do single cut-off right leg over right bar to stand on mat. Repeat same left bar left leg.

6. From position between center of bars, use under grip, turn over backwards to a straddle seat. Regrasp hands in rear and swing legs up and down between bars; after three swings do a front vault dismount.

7. From end of bars, execute straddle seat, then change hands to front position, bend forward shoulders to bars and at same time swing legs up so you go into a shoulder

stand (arch back), roll over forward, regrasping bars on roll, dismount between bars.

8. From center of bars, do straight-arm support, then swing back legs to a front lying position, right leg on right bar so foot supports leg, same with left leg. Then with arms kept straight at start, do five pushups, then slide feet on bars toward head, roll forward to straddle seat, swing legs backward between bars, do front vault dismount.

Advanced Exercises

1. Do two straddle seats from end of bars to the center, bring left leg over to right bar for a right outside

riding seat. Turn body quarter turn left, placing both hands on left bar. From this position, vault right over both bars with kick of both legs. As you land on mat in stand position, regrasp near bar for safety at finish.

2. From straight-arm hang at center of bars, swing legs over right bar to side-riding seat, then quarter turn left so thighs are against near bar and both hands grasp far bar (left) with hands width of the shoulders apart. With a snap of legs from hips, vault over both bars between both hands. (Same as squat vault on horse.)

3. From side stand facing right bar, left hand in reverse position, right regular grip on bar, jump up between bars, swinging left leg over right bar, catching right foot over left bar, finish in straddle position. Dip three times, then do high front vault right.

4. Jump to a straight-arm support at center of bars. Swing forward and backward and at the end of the backward swing scissors backward to a straddle seat in front of hands. Swing legs backward between bars and on the next forward swing rear vault dismount, left.

5. Jump to a straight-arm support at end of bars. Swing forward to a straddle seat. Regrasp the bars in front and roll forward to a straddle seat in front of hands. (Somersault forward.) Swing legs backward between bars and at end of backward swing step up with right foot on right bar in rear of hand. Swing left leg forward between bars and at end of forward swing cut left leg over right bar under right hand and dismount to a stand on mat. (Left hand changes grasp to right bar as dismount is made.)

6. From upper-arm hang in center of bars, swing forward and bring legs over head, knees straight and hips bent, roll forward to a straddle seat in front of hands. Regrasp bars in front and shoulder roll to straddle seat. Raise left leg and right leg to back lying position. Return to straddle seat, do another to end of bar, take two swings with legs between bars and do double cut-off end of bars.

7. Series of cross-riding seats to end of bar, swing between bars and hand spring off end of bars.

8. Straddle vault over end of bars to straddle seat in front of hands. Raise up legs and do several swings between bars. On back swing, bend at waist and put shoulders to bars, do shoulder stand. Roll forward, then execute a back roll to straddle seat again and finish with a high front vault left.

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MATS

Elementary Exercises

1. Stand near end of mats, hands on hips feet together. Jump to stride-stand forward, thrusting arms straight out in front of you shoulder high. Jump forward bringing feet together, arms back on hips. Do this length of mats in rhythm. (Exercise for developing coordination.)
2. Mule kick. From squat position, reach forward with both hands on mat in front of you and at same time kick both feet up in air behind you. Repeat.
3. Cartwheels either right or left.
4. One forward roll, grasping shins on completion of roll, then jumping in air, landing in good position of attention.
5. One back roll, finish roll in stride position, jump up to stand.
6. Head stand.
7. Run couple of steps, dive over a boy on hands and knees.
8. Barrel roll by two boys grasping each other's ankles. One boy on back on mat, other stands with feet at each side of this boy's head. Boy on mat raises feet so boy standing can grasp his ankles, while boy on back, grasps the ankles of the boy standing. Boy standing, dives forward, ducking head close to buttocks of boy on back, thus pulling him up, both now keep going to end of mat.

Intermediate Exercises

1. Series of forward rolls, grasping shins after first roll and going to end of mat. Finish with jump in air to good standing position.
2. Run, dive distance of five feet.
3. Back roll with kickup so you almost do a hand stand, repeat.
4. From tip-up position (balance on upper arms from a squat position), go up to a head stand.
5. Head flip from rolled mat.
6. Barrel roll and return (two boys).
7. Knee and shoulder flip. (One boy lies on back with knees bent; other boy puts his hands on partner's knees while he does a forward turn. Then boy on mat puts his hands on other boy's back as he turns and with slight upward push, assists that boy so he will land on his feet.)
8. Work in pairs, helping each other do hand stands. (Catching each other's feet as partner goes up to hand stand.)

Advanced Exercises

1. Three forward rolls, keeping arms out to sides and not touching hands to mat on the rolls.
2. From a tip-up position, kick

up and push up to a hand stand.

3. Walk on hands length of mats.

4. Head or hand flip from end of mat.

5. Three boys doing under-and-over exercise (all about three feet apart on feet and hands, knees well bent under them), middle boy rolls under boy to his right who jumps over the boy rolling; this boy on landing rolls under other end boy who jumps over him. Thus you keep going back and forth with the idea of alternating rolls and jumps.

6. Diving over boys on hands and knees. Start with one and gradually work up to six or more.

7. Do shoulder mount on partner's shoulder.

8. Run, do front flip in air landing with feet on mat.

The importance of starting with easy exercises cannot be emphasized enough. One bad fall can destroy a boy's confidence permanently, and you may never get him back on the piece.

By starting with the easy exercises and making each succeeding one a bit more challenging, you can build the boy's confidence and create a wholesome love for the activity. That interest will endure and keep growing.



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Send complete information on how to start a rifle program ☐

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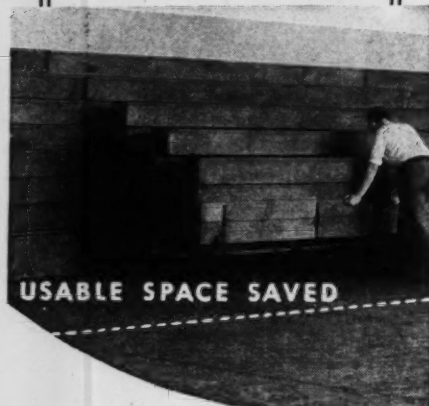
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CODE for Basketball

by DR. HENRY F. DONN

AFTER picking his varsity squad, the basketball coach is confronted with the problem of molding his boys into a smooth, efficient machine. In addition to teaching the basic skills, he must promote a wholesome relationship with the public, the student body, the faculty and the opponents.

In these days of keen competition and high nervous tension among spectators and players alike, it is absolutely essential for the squad to understand that their conduct must be exemplary.

It is just as important for a boy to learn how to be a gentleman under the stress of competition as it is for him to know how to shoot a basket or guard a man. Rules as such have a tendency to exist only on paper. But if they are constantly referred to and lived up to, they become indispensable.

A MORALE BUILDER

Time spent on the expected behavior of squad members will pay dividends in good team spirit and in the establishment of a good reputation for your school and team.

Over a period of years, we have been getting fine results with a special "Basketball Code." We don't think this code is the complete or even the best solution to the problem. It is presented merely as an idea. Here it is:

1. Always work for the good of the team. Talk as little as possible about your achievements. Let others shout your praises.

2. Do everything within your power to promote a helpful spirit. Encourage, don't knock. Let the coach do all the "calling down."

3. Give your best and immediate cooperation to the coach. Learn to take criticism like a man. Avoid all forms of back-talk to managers, captain or coach. Good team morale comes before individual feeling.

4. Always keep an open mind when learning something new. No one knows it all. A conceited player is his own worse enemy.

5. Keep your temper at all times. The moment you lose it, you are playing into the opponents' hands.

6. Avoid "kidding around." It spoils teamwork and causes injuries.

7. Profanity has no place in

school life. Good leaders discourage it. Be able to express yourself clearly and concisely without resorting to "pool-room" language.

8. Avoid getting into any difficulty with your teachers. Keep up with your studies. If you need assistance, it will be provided.

9. There is no place on the squad for a loud-mouthed, conceited braggard. The school looks up to you as a leader.

10. Be a gentleman in your dealings with opponents and officials. Introduce yourself to your opponent before the game by telling him your name and asking for his.

11. Basketball officials are selected because of their training and experience. Respect their judgment and decisions.

12. Discourage betting of any kind among the student body as well as among your personal friends.

13. Never underrate an opponent. Be a gentleman in defeat as well as victory.

14. On "away" games, remember you are a guest. Conduct yourself accordingly.

15. Any misconduct on your part is a reflection on the good reputation of your school, team and coach.

Tips on Track

(Continued from page 28)

much of this may be dangerous. Your boys are still in their teens and very susceptible to overwork. Be especially careful of not working them too much on over-distance work over hard surfaces. Shin-splints are very painful and discouraging.

Your main job in early spring is to sell the sport to as many boys as you can. The more boys you have the more press agents you have.

Track books and technical sports periodicals can be unusually helpful. But make sure you get the more modern texts. Many books are dated. The newer texts have much helpful information on such vital modern coaching essentials as training, mechanics and psychology.

Perhaps the best source of practical material is the track clinic. Nearly every state association conducts a number of these during the season, and there are always the

coaching schools during the summer.

Being an individual sport, track demands a lot of planning and thought. The coach has about 20 to 30 individuals to handle, most of whom need individual treatment.

Each boy is a team within himself. You must bring him along gradually in his events, plan his workouts and keep him psychologically fit for competition.

One of your biggest chores will be the squad workout pattern. The most successful method is the "precision plan." Divide your squads into groups, with a letterman at the helm. After doing a prescribed amount of work, the boys should go directly to the shower room. This prevents the lolling around on the grass and the general monkey-shines which most boys cannot resist.

DON'T BE A FOGGY

Another caution — don't be a foggy. Don't persist in teaching an event a certain way merely because that was the way you learned it.

One of the pet peeves of the college coach is having to spend a year or two teaching a shot-putter to forget his high school method of footwork.

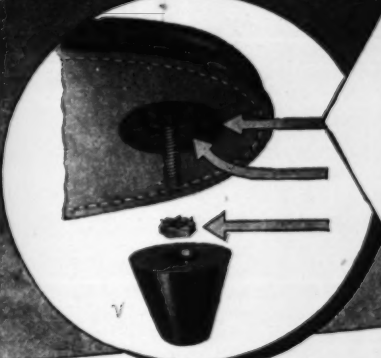
The common method taught in high school is the reverse. That is, after the putter moves across the circle and heaves the shot, he reverses feet. Both feet come off the ground at the same time.

I can't see any sense in it. I don't believe a boy can generate all the drive and strength from his legs that he could get if he kept both feet on the ground.

In the sprint start, caution your boys against keeping the head up too high. Did you ever see a horse pushing against his harness? (Some would call it pulling, but it is really pushing.) Where is his head? It's practically down between his legs. There is no reason for a sprinter to keep his head up on the start. He should keep it up just enough to see where he is going.

Neither is it necessary for hurdlers to keep their heads up on the start. A hurdler has just so many steps to take to the first barrier and on through the flight of hurdles. He probably could do it blind-folded (although this isn't recommended).

These are just little things. But a lot of them have been overlooked by coaches who mistakingly assume that track and field coaching is all cut and dried. It isn't and never will be.



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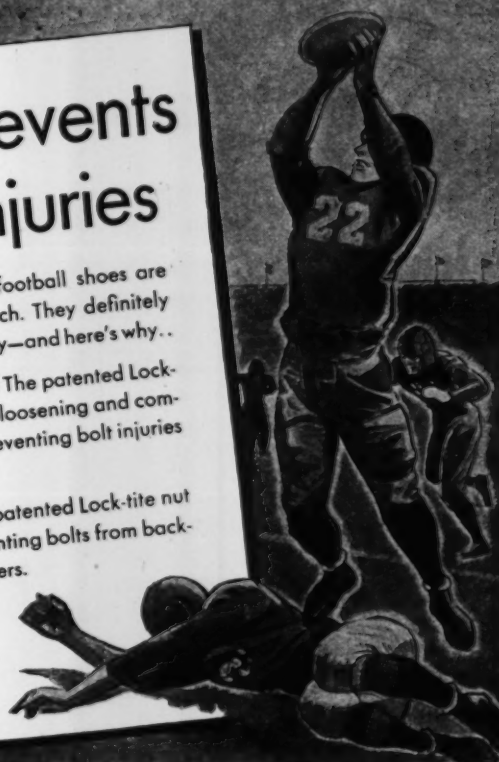
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CEDAR RAPIDS, IOWA



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

Who said good things come in small packages? 'Tain't true. Not in basketball, anyway. Ask Coach Wes Grisham, of Walnut (Miss.) High School. His pride and joy these days is a 7-foot-7 long drink of water named Max Palmer.

Max is making a joke of the game. Since his height and reach adds up to 10 feet, he stands under the hoop and dunks basketballs just as easy as feeding pennies into a piggy bank. He has been averaging better than 50 points a game—an all-time record.

Only one team has been able to lick Walnut so far. And in that game, Max scored 42 of his team's 48 points. Yet Coach Grisham still isn't satisfied! He thinks Max would be a lot better "if he had some shoes. Max wears size 16 and we can't find any basketball shoes to fit him. He plays in heavy brogans with heels, and sometimes just in socks. So he can't move around very much."

Flash! Max just got his first pair of basketball shoes—a gift from the U. of Arkansas. To celebrate the occasion, the human skyscraper dunked in 78 points against hapless Darling High. Final score, 104 to 8.

One of the most colorful coaches in captivity, Bo McMillin is especially fond of discussing his wayward boyhood. Once, while walking down the main street on a Saturday afternoon, he suddenly picked up a rock and hurled it through a plate-glass store window. Walking a little more briskly, he repeated the act at the next corner. At the third corner he let fly again, this time through the window of a bank.

A policeman came flying out of the place and grabbed Bo. "What in the name of common decency are you trying to do?" he demanded.

Coaches' Corner

Precocious Bo looked the cop straight in the eye. "It's this way, officer," he said. "I'm on my way to confession and I'm a little short of material!"

Nailed dead to rights. That's what Al Levy, football coach at St. Johns High, Pittston, Pa., has us. "In your December *Coaches' Corner*," he writes, "you had a story on a high school game in which a tackle blocked a punt. The ball doubled him up so that he started falling over with the ball clutched in his arms. Two of his teammates grabbed him before he fell and carried him over the goal for a t.d."

"Please tell me," continues Al, "what happened to the officials on the play? Rule 5, Sec. 1, Art. 2 of the National Federation Code states: 'Teammates of the runner may assist him by individually blocking opponents for him, but they may not push him or assist in any other way through personal contact with him.'"

Fats Fothergill, the old Detroit Tiger fence buster, was inordinately proud of his slugging ability. One afternoon he made two hits. But when he picked up the evening papers, he saw he had gone 4-for-0. He promptly phoned a sportswriter pal who patiently explained the figures were typographical errors.

"Typographical errors, hell!" screamed Fats. "One was a line drive over third and the other was a scorcher over first!"

From down Lexington, Mo., way, Chink Coleman, of the Wentworth Military Academy, tells us that our December editorial on the T was thought-provoking and interesting, if somewhat prejudiced against the T.

"You have to admit," he says, "that the two top teams in the nation were Army and Notre Dame, both T clubs. And look what a nice beginning the T had in 1947. Of the six major Bowl

(Continued on page 54)

CHOLLIE STERN-



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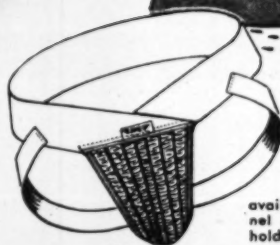
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(Continued from page 52)

winners, five—Illinois, Georgia, Oklahoma, Rice, and Georgia—operated from the T. T-using L.S.U. played a tie in the Cotton Bowl, but had a big edge in the statistics. Only one T club was returned a loser—St. Mary's. And the Gaels piled up more points than any Bowl loser."

Soon after discovering the existence of Max Palmer, we received a British newspaper clipping from A. W. Haddleton, of Haverford (Pa.) College. The item, oddly enough, was all about a young 7-foot-7 Britisher named "Tiny" Ted Evans, who, unlike America's 7-7 Max Palmer, had come to the conclusion that there was not much future in being a giant.

He can't find a bed to sleep in (he sleeps in two beds); everytime he steps on a scale, it breaks; and he can't find a job, clothes to fit him, or shoes to cover his size 22 canal boats.

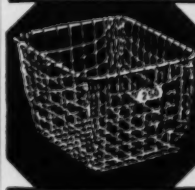
Mr. Haddleton is all for importing "Tiny" Ted. "Just think what our basketball coaches would do with a guy like that!" Can you picture "Tiny" Ted and Max Palmer as the back men in a zone defense? Wow!

Why life is so delirious in Brooklyn. With the bases loaded, Manager Casey Stengel sent Babe Phelps in to pinch hit. Phelps promptly smacked the ball out of the park, accounting for four runs. Two innings later Brooklyn again needed a pinch hitter. "Ya bum, ya," a fan yelled at Casey. "Ya hadda waste Phelps. Now we need 'im!"

Odds and ends. According to the great god, Statistics, your chances of picking 20 out of 20 winners over the football week-ends are one in 2,000,000. In golf your chances of making a hole in one are 27,000-to-one. In bowling a perfect score (300) is accomplished once every 336,000 games. And in baseball no-hit, no-run, no-man-reaching-first affairs occur once every 13,500 games.

And here's still another Rockne story. One Saturday afternoon the Rock showed up in the locker room suffering from laryngitis. The Irish team waited expectantly for the customary fire-and-brimstone pep talk. But the Rock just wasn't up to it. From the adjoining room, however, they could hear the rival coach haranguing his players in a last-minute effusion.

Winking slyly, Rock placed his hand over his throat and rasped hoarsely: "Listen to what he's got to say and



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go out there and do it." Yep, the Irish won by three t.d.'s.

Wet-washings. The University of Illinois football team last season averaged a weekly wash of 7,340 pieces, including socks, jerseys, towels and bandages. What did they do with their jock strops?

There never was a more spectacular steal of third than the one Lou Novikoff made one night for the Chicago Cubs. But Manager Charley Grimm failed to appreciate it—because the bases were loaded at the time. But the exquisitely Mad Russian explained it fully. "I couldn't resist, Charley. I got such a great jump on the pitcher."

The world's shot-put record is 57 ft. 1 in. (by Jack Torrance). But the late Al Blozis once surpassed it—unofficially. Competing for Georgetown in an indoor meet, Al won with a heave of 55 ft. 9½ in. To oblige the photographers, Al peeled off his sweat shirt and heaved the ball once more. As luck would have it, the shot travelled farther than it had ever been thrown before or since—57 ft. 9½ in.

A disciple of the longest way 'round, verbally, haughty Harry Balogh, the fight game's favorite public crier, will never employ two words where a dozen will do just as well. His announcements groan under the load of

superlatives, platitudes, redundancies and malaprops.

'Twas Harry the Windbag who invented the word "prejudism" one evening, who once introduced Barney Ross as a "former native of New York," and Jake LaMotta of the Bronx as "Jake LaBrotta of the Monx—I mean Make LaJotta of the Jonx."

"What makes you a sesquipedalian?" horrendous Harry was asked once. "If you don't mind," he replied, "I think everyone is entitled to keep their religious convictions to themselves. My motto is 'Live and leave live.'"

And there's that neat little definition of the royal and ancient pastime: Golf is a game where a little white pill is chased by a lot of gaffers too old to chase anything else.

Launching its program of annual awards for outstanding sports achievement, the W. J. Voit Rubber Corp. recently rewarded the 24 star school-boy gridders of Southern California with a Voit letterman's sweater and a regulation size Voit rubber-covered football.

The awards were presented at the California Interscholastic Federation Hall of Fame in South Pasadena by Mr. Willard D. Voit, president of the firm, in a ceremony attended by a host of top-flight sportswriters, radio newsmen and coaches.

Wanna be a general? We warn you—it's gonna be tough. Just getting into West Point is a feat that rates nine oak clusters. Looka what a candidate must be able to do. This new test goes into effect on March 4. It lasts an hour and includes such strenuous items as:

Standing broad jump—6 ft. 9 in.

Three broad jumps for distance (standing start with three successive jumps)—20 ft. 6 in.

300-yd. run (indoor track, 11 laps to the mile)—46.7 sec.

100-yd. run (shuttle on gym floor between two turning blocks, 25 yds. apart)—18.9 sec.

50-yd. run (also a shuttle)—8.7 sec.

100-yd. pickaback carry (carrying a partner within 10 lbs. of one's own weight, shuttling around stakes 25 yds. apart)—27 sec.

Hop, step and jump for distance from a standing position—20 ft.

Rope climb in 7 sec. using hands and feet or hands alone, starting from standing position—10 ft. 6 in.

Softball throw—140 ft.

Basketball throw—65 ft.

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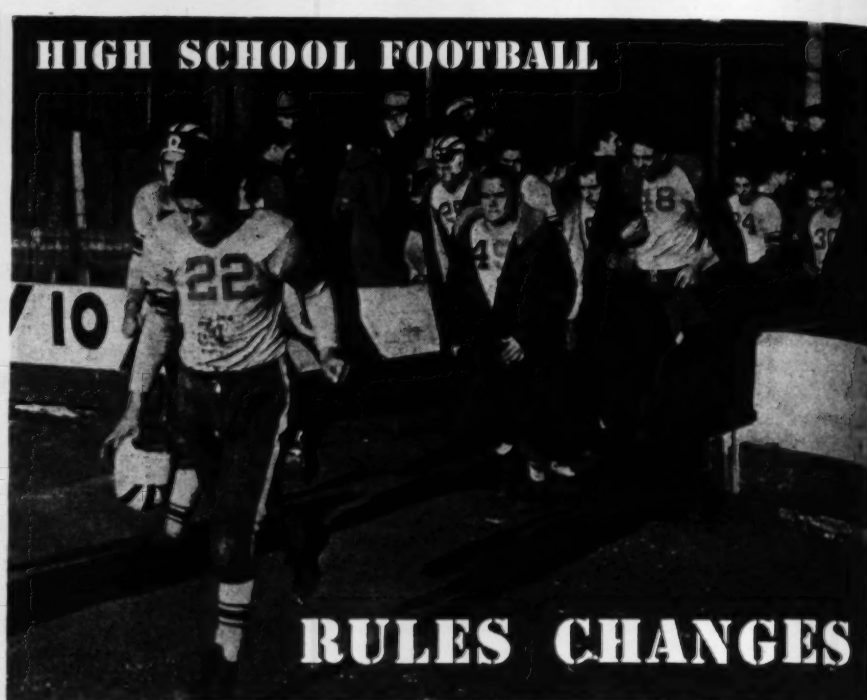
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HIGH SCHOOL FOOTBALL



RULES CHANGES

by H. V. PORTER, Secretary, National Football Committee

AT ITS meeting immediately following the regular sessions of the National Federation annual assembly, the National Federation Football Committee drafted a number of minor changes into the high school code for 1947, none of which will affect the game to any extent. These actions follow:

1. **Substitutions.** The wide popularity which the liberal substitution rule received in 1946 led the committee to retain the same rule for 1947. There was considerable sentiment in favor of permitting any number of substitutes to enter any time the ball is dead. But the final decision was to retain the present limit of two substitutes per team, if substitution is made while the clock is running. When the clock is stopped, a whole team may be substituted.

2. **Violations of Substitution Rule.** On violations of the substitution rule at the time the ball is snapped or free-kicked, the new rule will prescribe that the ball goes into play. Last year, the ball remained dead on the assumption that it was not legally put into play (because of the illegal substitution).

As a concrete example, if a replaced player of B should fail to clear the field before the ball is snapped, and if A should make a gain on the play, they may decide to retain the gain. Last year, the ball was always brought back to the spot of the snap for enforcement of the penalty.

3. **Linemen's Position.** The former restrictions on position of center, guard or tackle have been removed. A player who is listed for one of these positions now has the same rights as

any other player as far as position at the snap is concerned. Such player may line up one, two, three or more yards behind the line, provided one of the backs is placed in the line to make up seven line players.

This is another step in the direction of giving the linemen greater opportunity to handle the ball. It will be possible for a coach to alternate a guard and a back as ball-carrier.

4. **Ball in Play.** For a number of the snap or free-kick infractions, the ball will be allowed to go into play. Last year, nearly all of these infractions resulted in the ball remaining dead; and no gain can ever be made with a dead ball. The new modification will allow a team to gain distance after one of these infractions.

5. **Return-Kick.** Two slight changes were made in connection with the return-kick. For 1947, it will be permissible for any team to drop-kick for a field goal on a return-kick—if they have a kicker efficient enough to take advantage of the rule. This play is not expected to occur very often, but it is a slight step in the direction of encouraging more drop-kicking and in kicking from a moving position.

Another modification will permit the kickers to advance a return-kick which is blocked. Such advance will be permitted either team if the returned kick is recovered behind the spot from which it is kicked.

6. **Fair-Catch Signal.** A slight modification has been made in the requirements of a fair-catch signal. The receiver who wants to make a fair-catch will be required to hold his hand at full arm's length above the head and to wave it in a sidewise motion. This

is designed to take away any question as to whether a raised hand is meant to be a fair-catch signal or is merely a movement to shade the eyes from the sun.

Several other clarifications were authorized. One of these is designed to assist the officials in determining what constitutes a new impulse in the case of a kick which comes down near the kicker's goal line and is then muffed, batted or recovered and fumbled so that it goes into the end zone of the kicking team.

The committee also authorized a manual on officiating procedure based on the use of three officials. This is on the assumption that a majority of the high school games are usually worked with three (rather than four) officials.

Federation Meeting

(Continued from page 30)

philosophy, entitled "Cardinal Athletic Principles." This statement was adopted as representing the viewpoint of the National Federation.

Its basic principles include the belief that the school athletic program should be closely coordinated with the general instructional program and should be properly articulated with the other departments of the school.

It also contains the principle that the school athletic activity should be based on the spirit of amateurism so that participation is regarded as a privilege to be won by training and proficiency and to be valued highly enough to eliminate any need for excessive use of adulatory demonstrations or of expensive prizes or awards.

Another fundamental is that the school athletic activities should be confined to events which are sponsored and supervised by the proper school authorities, rather than by organizations which are not connected with the school and which are interested in using the school teams for charity purposes or for promotional purposes.

AVOID PROFESSIONALISM

The high school athletic program should avoid the professional elements which tend to latch on to programs embracing widely publicized "bowl" contests, barnstorming trips and distant contests which involve excessive time, attention or expense on the part of the school, or which are justified by educational travel values.

The school athletic program should be planned to provide opportunity for many individuals to explore a wide variety of sports and to set reasonable season limits for each listed sport.

The national group approved a statement concerning all-star and out-of-season athletic contests. This statement is based on study which grew out of a joint conference between the athletic directors of the

(Concluded on page 59)



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The Tennessee Decathlon

(Continued from page 14)

him on the gridiron or court.

The list of athletes who have won the event includes such names as former all-American football player Bob Ramsey of William and Mary, and Bob Lund, speedy tailback of the University of Tennessee Vols.

A non-athlete, Don Gruentzel, now in the college of Dentistry, Marquette University, won the state title in 1945. Emmet Atkins, Knoxville High School sophomore, won the 1946 meet. He is the only boy ever to win both the junior and senior championships. He won the junior division title as a freshman in 1945.

Table X
SARCENT JUMP (Centimeters)

Red.	Pts.	Red.	Pts.	Red.	Pts.
30	70	48	254	66	536
31	77	49	268	67	553
32	85	50	281	68	570
33	93	51	296	69	587
34	101	52	310	70	605
35	110	53	325	71	623
36	119	54	340	72	641
37	129	55	355	73	659
38	139	56	370	74	677
39	149	57	385	75	695
40	159	58	400	76	713
41	169	59	417	77	733
42	180	60	434	78	753
43	192	61	451	79	773
44	204	62	468	80	793
45	216	63	485	81	813
46	228	64	502	82	833
47	241	65	519	83	856

The type of program offered by the Tennessee Decathlon presents many values of an educational nature. It provides an opportunity for the student to figure his own norms, keep his own records and participate in administering the tests to classmates.

Table XII

CLASSIFICATION AND NORM

Class	Norm	Class	Norm	Class	Norm
600	1800	720	2318	840	3106
605	1821	725	2374	845	3143
610	1842	730	2400	850	3180
615	1863	735	2426	855	3223
620	1884	740	2452	860	3260
625	1906	745	2478	865	3300
630	1927	750	2506	870	3340
635	1949	755	2536	875	3380
640	1971	760	2568	880	3425
645	1993	765	2600	885	3470
650	2015	770	2632	890	3515
655	2037	775	2664	895	3565
660	2059	780	2698	900	3615
665	2081	785	2730	905	3665
670	2103	790	2764	910	3715
675	2126	795	2798	915	3765
680	2148	800	2832	920	3815
685	2171	805	2866	925	3865
690	2195	810	2900	930	3915
695	2219	815	2934	935	3965
700	2244	820	2968	940	4012
705	2270	825	3002	945	4061
710	2296	830	3036	950	4117
715	2322	835	3070	955	4171
				960	4224

Instructors using this program often find that it motivates more actual learning than the activity itself, and serves to create and sustain pupil interest in other worthwhile physical education activities.

Perhaps the greatest educational value of the Tennessee Decathlon is found in the fact that it brings the student a realization of the existence of individual differences. Out of this realization grows an attitude, the very desirable attitude of respect for the individual.

Athletic directors interested in the complete details of the Tennessee Decathlon may secure same from a fine booklet put out by B. E. Sharp. The booklet may be purchased for 15c by writing to B. E. Sharp at Knoxville High School, Knoxville, Tenn. All the tables and free-line drawings in this article are reprinted from this booklet.

Table XI

AGE-HEIGHT TABLE

Height in Inches

Age	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72
12	553	559	564	570	575	581	586	592	597	603	608	614	619	625	630	636
12½	563	569	574	580	585	591	596	602	607	613	618	624	629	635	640	646
13	573	579	584	590	595	601	606	612	617	623	628	634	639	645	650	656
13½	583	589	594	600	605	611	616	622	627	633	638	644	649	655	660	666
14	593	599	604	610	615	621	626	632	637	643	648	654	659	665	670	676
14½	603	609	614	620	625	631	636	642	647	653	658	664	669	675	680	686
15	613	619	624	630	635	641	646	652	657	663	668	674	679	685	690	696
15½	623	629	634	640	645	651	656	662	667	673	678	684	689	695	700	706
16	633	639	644	650	655	661	666	672	677	683	688	694	699	705	710	716
16½	643	649	654	660	665	671	676	682	687	693	698	704	709	715	720	726
17	653	659	664	670	675	681	686	692	697	703	708	714	719	725	730	736
17½	663	669	674	680	685	691	696	702	707	713	718	724	729	735	740	746
18	673	679	684	690	695	701	706	712	717	723	728	734	739	745	750	756
18½	683	689	694	700	705	711	716	722	727	733	738	744	749	755	760	766
19	693	699	704	710	715	721	726	732	737	743	748	754	759	765	770	776
19½	703	709	714	720	725	731	736	742	747	753	758	764	769	775	780	786

Federation Meeting

(Continued from page 57)

Western Conference and of the state high school executive officers in the area served by the Conference.

The statement is to the effect that all-star and out-of-season contests for high school students or for those who have recently graduated and who have built up their reputation in high school play, do not harmonize with the generally accepted educational philosophy of high school athletics.

Such contests are usually clothed in the garment of "sweet charity," but the equipment and the manpower of the schools are usually used and their success depends on the prestige built for the players through their high school program.

The high school groups do not believe such contests are justified. If they did, they could easily sponsor them and the high schools themselves would benefit from the income derived from them.

Such contests tend to create false ideas of the commercial value of normal athletic prowess and lead the participants into expecting special privileges in return for professional services rendered the college or independent group bidding for their services.

The officers of the Federation were authorized to act with a special committee which will consider the problems connected with a girls' athletic program. This committee will meet in joint conference with representatives of the National Women's Athletic Division in an attempt to work out a feasible plan of operation which will pool the efforts of the Women's Division and the National Federation.

Favorable action was taken on the proposal to modify the Joint Basketball Committee to include representatives of the Amateur Athletic Union. The National Federation representatives on the National Basketball Committee were authorized to continue the negotiations which will culminate in a workable agreement at the time of the annual meeting in March.

In the election of officers, two members of the Executive Committee were re-elected. They are J. D. Meyer of Spokane, Wash., secretary of the Washington High School Association and principal of the John Rogers High School; and S. F. Burke, secretary of the Georgia High School Association.

The other members of the Executive Committee are: president: R. E. Rawlins, Pierre, S. D.; vice-president: B. C. Alwes, Donaldsonville, La.; members: John K. Archer, Malverne, N. Y.; C. A. Semler, Benton Harbor, Mich.; B. Floyd Smith, Benton, Ill.

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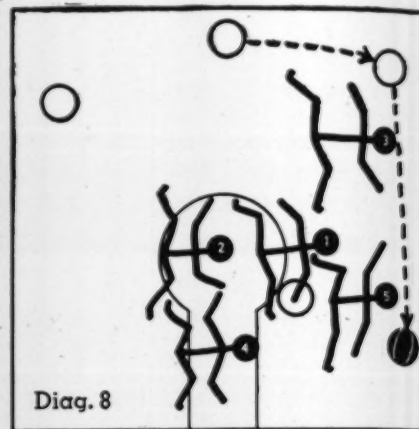
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Shifts in the Zone

(Continued from page 40)

take. While it is true that the zone defender may take more liberties than the man-to-man guard, there are many zone situations which call for man-to-man guarding principles.

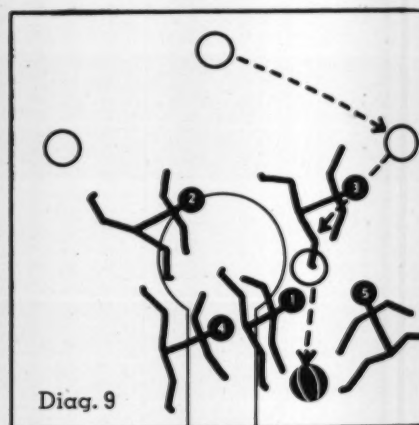
That's why every team, before taking up zone, should receive a thorough schooling on man-to-man.



Even in a zone, it pays to apply such individual principles as good balance and footwork.

All five zone men should face the ball and keep their hands up at all times, in position to deflect or intercept the ball. The raised hands also make it difficult for the offense to work the ball in for layups.

Another caution in playing zone is not to spend too much time harassing opponents under the defensive hoop. This may be feasible



in man-to-man defense. But in zone, it is often fatal.

It should be remembered that the best weapon against a zone is a fast break—a quick rush up court before the zone can set. If one player takes too long coming back, the opponents can move in and score before the zone can adjust to the situation.

(The explanations for Diags. 6-9, covering the fundamental shifts in the 1-2-2 zone defense, appear in the main body of text on page 16.)

Junior and Boys Indoor Tennis

by KENNETH SEIXAS

FROM the standpoint of color, excitement and national representation, the 1946 National Indoor Junior and Boys Tournament, held at the 14th Regiment Armory in Brooklyn, New York, was probably the most successful junior-boy championship in the 28-year history of the event.

Entries from California, Florida, Wisconsin, Michigan, Maryland, Massachusetts, Connecticut, New York, Pennsylvania, Illinois, and Oklahoma, provided a list of 94 starters far above the quality seen in the East for some time.

Junior Division (16 to 18 years). It was an all-Brooklyn final, with Leonard Steiner meeting the defending champion, Sidney Schwartz. Up until last year, when, upon the advice of many experts, Steiner changed his forehand, Schwartz had a distinct advantage over his older but physically immature rival.

But it was a different Steiner that Schwartz met this year. Capitalizing on Schwartz' weak backhand and soft second service, Steiner, with his powerful service, superior volleying and reliable overhead, took the net at every opportunity and beat Schwartz in five sets—6-3, 6-8, 6-4, 7-9, and 6-0.

Malcolm Fox, of Baltimore, Md., the upset king of the year, provided one of the tourney's surprises by winning his way to the quarter finals, where he lost to Steiner.

Fox continued his upsetting ways in the national interscholastics at the U. of Virginia, where he upset Stuart Robinson to become the nation's schoolboy champ.

Junior Doubles. After their lengthy singles encounter, Steiner and Schwartz joined forces and went after the doubles crown. They appeared to be a shoo-in after taking the first two sets (6-4 and 8-6) from the second-seeded team of Alex Hetzeck, of Kalamazoo College, and Pvt. Hugh Stewart, of San Marino, Cal.

But Hetzeck and Stewart, rising to unexpected heights, returned from the rest period and began a

long uphill assault. They captured the third set, then became embroiled in the most unforgettable dog-match the Junior Division has ever seen.

Each team played superlative tennis, returning difficult serves, retrieving impossible shots and driving each other away from the net with beautiful lobs. Finally the grueling pace began to tell on the favorites and after two long, gripping 15-13 sets, Hetzeck and Stewart were returned the victors.

Boys Division (up to 15 years). Both finalists, Gil Bogley and Alan Fischl, were playing their last match in the Boys Division and were justly entitled to their last fling at the title.

Bogley, of Landon School, Md., proved too strong for his New York rival. Continually forcing the play with an effective service, reliable overhead smash and sound tactics, Bogley overwhelmed Fischl in straight sets, 6-4 and 6-1.

Boys Doubles. Fischl salvaged considerable satisfaction by teaming with Philip Maloney, of Boston College High, Mass., to capture the doubles title. They turned back

the top-seeded team of Bogley and Keston Deimling of Oak Park, Ill., in three exciting sets—13-15, 7-5 and 6-4.

The youngsters in the 15-year-and-under group who impressed favorably and who bear watching in the future include:

James Sailer, George School, Buck County, Pa.; Lawrence E. Harrison, Brookline (Mass.) H. S.; Cecil Jackson North and George Sellers Harris, both of Milton Academy, Mass.; Alan Gifford Schwartz, Philips Academy, Andover, Mass.; Dan R. Baumle, Whitefish Bay (Wis.) H. S.; and David Mathey, Deerfield Academy, Mass.

Barry Murtha, of Public School 41, Bayside, Long Island (N.Y.), certainly is a prospect. He was both the youngest and smallest boy in the tournament.

Barry is just 11 years old and stands an even 4 ft.!

NATIONAL CHAMPIONS, 1946

Junior Singles: Leonard Steiner, Brooklyn Tech H. S.

Junior Doubles: Alex Hetzeck, Kalamazoo College, and Hugh Stewart, San Marino, Cal.

Boys Singles: Gil Bogley, Landon School, Md.

Boys Doubles: Alan Fischl, Long Island City (N. Y.), and Phil Maloney, Boston College H. S.

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"Here Below"

(Continued from page 5)

Can you unnecessarily rough up anybody for wanting to rinse out his slightly soiled linen? Of course not. Maybe it's a little corny, but we still go for the purely amateur idea of sport for sport's sake.

We hope the N.C.A.A. doesn't compromise with its purity code when it comes up for ratification next year. We said this before and we say it again. We don't think proselytism and other forms of chicanery are inherent to big-time football. Football can thrive, both esthetically and financially, without any pernicious appendages.

To the people who say, "Let's be practical about it—you can't have big-time football without big-time proselytism," we say—baloney. It's about time we gave the "idealists" a chance to run with the ball. Who knows, they may reel off a couple of touchdowns.

All this may sound like dewy-eyed idealism. What if it is? We could fill the magazine with all the arguments of the cynics and skeptics against the code. Maybe the code isn't "practical." But in this era of gambling, "fixes" and pseudo-amateurism, we'd like to think that something better is coming around that tricky corner.

TRUE SPORTSMANSHIP

SPORTSMANSHIP is a beautiful word that has rolled sonorously off a lot of strange tongues. How easy it is to make pretty speeches in the locker room about playing fairly and being a good winner and loser. But in practice, under pressure, how easy it is to forget those high-sounding phrases.

We were thinking about this the other week after witnessing a game in which one of the coaches leaped off the bench, waved his arms wildly at the officials and yelled a couple of remarks that would have won him an iron cross in the Germany of the Third Reich.

It was a pretty astonishing exhibition, wholly out of keeping with a coach's responsibility to the players, spectators, officials, and to the good name of the sport. On the way out after the game, we wondered how this guy could ever look an-

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